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ABSTRACT

This volume presents a completed example of the organizational development process for a fictitious program entitled "The Ridge," and is designed to assist the user in gaining greater understanding of the utility of an organizational development model. The materials are presented in a four-phase sequence, addressing the following topics: (1) team building and preparing the project for planning: (2) planning the intervention strategy: (3) implementing the plan with its self-monitoring activities: and (4) evaluating the organizational development efforts. A companion volume presents the organizational development process. (Author/HLM)

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ORGANIZATIONAL DEVELOPMENT WORKBOOK- "A CASE EXAMPLE"

Volume II: Case Example

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HUMAN SERVICES

CG 014352

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INTRODUCTION TO THE CASE EXAMPLE
"THE RIDGE"

This volume is a completed example of the Organizational Development Process. In order to assist the reader in the utility of the O.D. model, we have developed a fictitious program, THE RIDGE. Through the use of the Ridge's example, all phases of organizational development are shown. We have replicated the workbook in its entirety and have used script type for all of the Ridge's answers and comments.

It is recommended that one first reads the complete Ridge case example. Once there is understanding of the "big picture" (The entire O.D. model), it may be easier to engage in the organizational development process. Additionally, as you are going through the actual steps, reference to specific pieces in the case example may clarify points of comparison.

Please note that in the first Phase-Initiation there are two section - Team Building and Preparing The Project for Planning. While the steps (assessment, analysis and strategy design) are the same, the "answers" are different. The reason is that, in Team Building the change agent starts the process alone. The purpose is to assess and analyze the organization to develop a team.

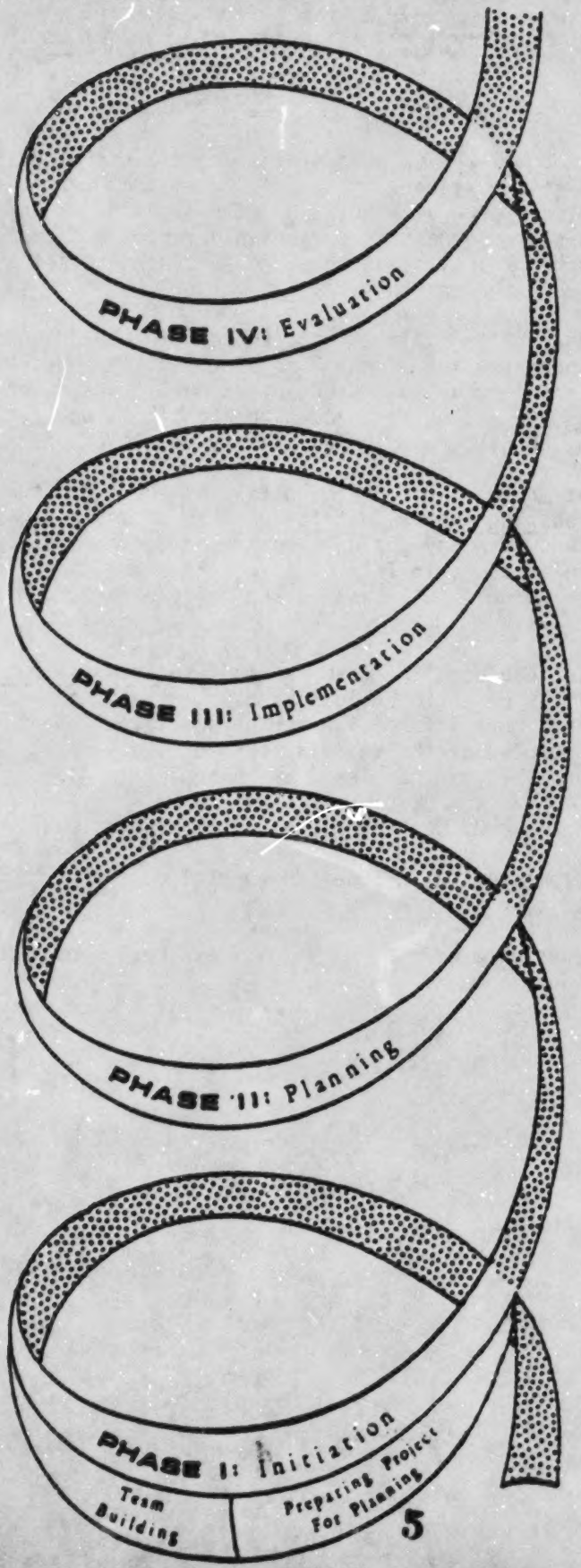
Once the team is in place, the team is ready to Prepare the Project for Planning. The team, in order to build consensus, repeats the steps. Repeating these steps brings more information and perspectives into the assessment and analysis. The purpose of the team is to develop a strategy to prepare the project to plan. This may be viewed as "planning to plan."

Phase II - Planning provides the Ridge's intervention plan.

Phase III - Implementation includes a report from the Ridge about their self-monitoring process.

Phase IV - Evaluation presents the Ridge's evaluation of their efforts in organizational development.

The O.D. Model


PHASE IV: Evaluation
PHASE III: Implementation
PHASE II: Planning
PHASE I: Initiation
Team Building
Preparing Project For Planning

INTRODUCTION TO PHASE I: INITIATION

This phase includes the two major sections, team building and preparing a project for planning. The overall purpose of this phase is to build a "consensual reality" among organization members regarding the current state of the organization and the need to engage in formal planning.

Team Building, the first major section, is for the change agent to develop by her/himself. It included the following specific steps:

> Assessment - Defining the current state of affairs in the organization from the change agent's perspective.
>
> Analysis - Defining the future ideal state of the organization and the barriers and opportunities for getting there from the change agent's perspective.
>
> Strategy Design - Determining who are the influential people in the organization who agree that change is needed, and designing a team. Again, this is done by the change agent.
>
> Strategy Implementation - Gaining the committment of identified Intervention Team members to work together.

The team building step then is developed entirely by the change agent. It is important for the change agent to know what is (assessment) and what could happen (analysis) with the organization before organizing people to engage in organizational development. However, the change agent must also realize that in this process of building consensus, other perspectives of the organization must be taken into account.

Therefore, the next major section of the Initiation Phase is Preparing the Project for Planning. This is done by the Intervention Team identified by the change agent. The change agent facilitates with the team the following specific steps:

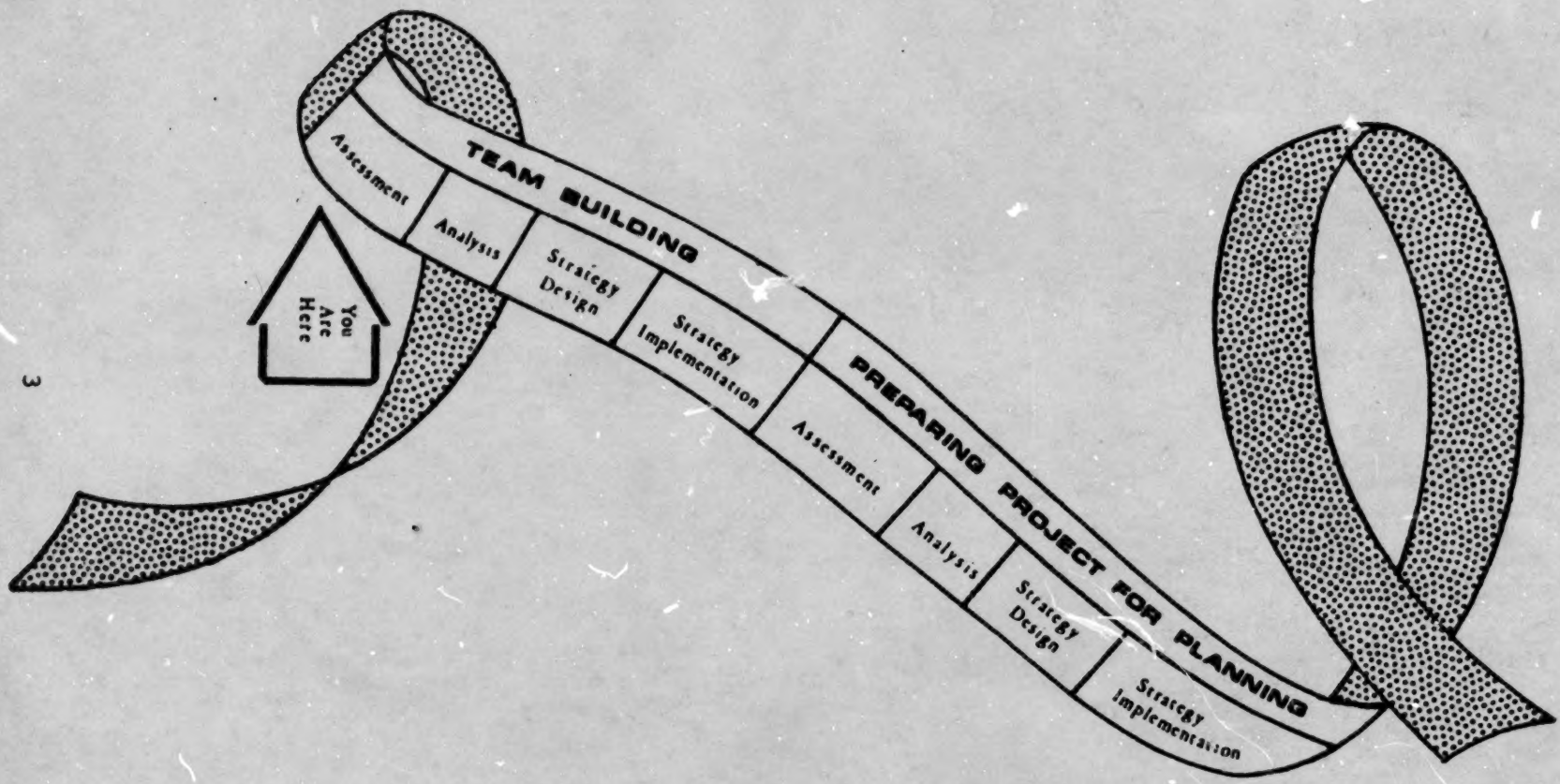
> Assessment - Defining the current state of affairs in the organization from the team's perspective. (This is the first step in consensus building.)
>
> Analysis - Defining the future ideal state of the organization and the barriers and opportunities for getting there - all from the team's perspective. (In order for this process to work, the change agent might have to "give up" some ideas, not ideals, in order for the team to come to a consensus.)
>
> Strategy Design - Determining who else could be included on the team, people who share a committment to organizational planning, as well as designing plans for securing formal sanction and support for organizational planning. (This building step provides

for more input and continues to build consensus and committment in the organization.)

Strategy Implementation - Gaining commitment from all organization members to engage in planning and developing a planning process.

This Initiation Phase can be simply stated as "planning to plan." It takes into account both the needs and resources of the organization as well as the interpersonal dynamics of its members.

In the pages that follow, you will be progressing through "Team Building" by the steps of assessment, analysis, and strategy design. Then, you will repeat those same steps, this time with a team, in the "Preparing a Project for Planning" section.


TEAM BUILDING
Assessment
Analysis
Strategy Design
Strategy Implementation
You Are Here
PREPARING PROJECT FOR PLANNING
Assessment
Analysis
Strategy Design
Strategy Implementation

Initiation Phase / Team Building - Step I: Assessment

The key steps in performing an organizational assessment are:

- -Definition of a broad FRAMEWORK to be used in collecting and compiling information to describe the organization being assessed, and;
- -Collection of INFORMATION about the organization from sources, available to those performing the Assessment, within and around the organization, and;
- -COMPILING (organizing) the available information within the categories defined in the Assessment Framework.

Organizational Assessment is the process of collecting descriptive data about an organization's structures, functions, processes, and resources and compiling the information into some pre-defined assessment categories. The change agent performing the assessment must determine those aspects of the organization which are most significant in describing functions, etc. These aspects make up the Assessment Framework. Assessment is the first step to be undertaken by an organization in establishing a formal Organizational Development process.

ASSESSMENT FRAMEWORK

INSTRUCTIONS: READ THESE QUESTIONS. ADD ANY OTHER QUESTIONS WHICH YOU FEEL ARE IMPORTANT. ANSWER ALL THE QUESTIONS ON THE INSTRUMENT THAT FOLLOWS THESE PAGES.

I. ORGANIZATIONAL VALUES:

a. What do you perceive as the organizational values?
b. How do you perceive that these values have changed during the past several years?
c. Are the value conflicts apparent?
d. Who "carries" (and has "carried") the key organizational values?
e. What values are widely agreed with throughout the organization? Which are disputed?
f.

g.

II. PROGRAM DESIGN:

a. What services are provided? To whom (target population)?
b. What services and target population changes have occured over the past several years?
c. What is the "strongest" service currently provided? The weakest?
d. What is the service capacity? How many are actually served?
e.

f.

III. COMMUNITY BACKGROUND:

a. Is the community rural, urban, suburban?
b. What are the dominant socio-economic realities defining the community?
c. Who are the major community power groups?
d. What are the principal human service needs in the community?
e. What are the community attitudes toward youth?

f.

g.

IV. PROGRAM HISTORY:

a. How did the program get started? Who started it?
b. What community institutions were involved in founding the program?

continued

c. What was the original funding?
d. Who were the key project founders? Are any remaining involved with the program?
e. How long ago was the program founded?
f. What was the original program purpose?

g.

h.

V. PLANNING PROCESS:

a. Does the program have an identified planning process?
b. How often do planning events occur? Are there weekly/monthly/annual/multi-year program plans?
c. Who is involved in program planning?
d. Who evaluates program performance? What do they evaluate?
e. When was the last evaluation done? What was the outcome of the evaluation?
f. How are day to day problems solved?
g. How are major problems solved?

h.

i.

VI. BOARD STRUCTURE/RELATIONSHIP:

a. What is the Board composition?
b. Does the Board reflect community composition?
c. How involved is the Board? How active? How often does it meet?
d. What are mutual Board/staff feelings about each other?
e. What is the Board's most recent (within one year) outstanding accomplishment?
f. Is the membership stable?

g.

h.

VII. POLICY FORMULATION:

a. Who is formally responsible for making policy decisions?
b. Who actually makes policy?
c. What process are used to develop policy?
d. What information is obtained in the policy-making process? For whom?

continued

e. Are policy makers involved in program planning?
f. Do program plan reflect prior policy decisions?

g.

h.

VIII. COMMUNITY INVOLVEMENT:

a. Who is formally responsible for program visibility in the community?
b. What element of the community has the highest respect for the program? The lowest?
c. Is community input sought in program planning and evaluation? How? By whom?
d. To what extent is the program known in the community?
e. To what extent does the program cooperate with other human service agencies?
f. Does the program take responsibility to initiate cooperation with other human service agencies?

g.

h.

IX. RESOURCES:

a. What is the current budget? Where does it come from? By type, by amount.
b. How many people are at the project? Paid staff? Volunteer staff?
c. Are the resources growing, shrinking, or staying the same?
d. Who is responsible for the resources that are there?
e. Who controls the resources?
f. How are resources used?

g.

h.

X. LEADERSHIP:

a. Who is the formal leader(s) of the project?
b. Who is the informal leader(s)?
c. Is the leadership: Crisis oriented? Maintenance oriented? Creatively oriented?
d. What is the overall leadership style and how does it effect program functioning?
e. Is the leadership there by: Force? Default? Inheritance? Delegation?

continued

f. Is the leadership: Autocratic (controlling)? Democratic (cooperative)? Laissez-Faire (little if any direction)?

g.

h.

XI. ORGANIZATIONAL CLIMATE:

a. Do staff take responsibility within the organization? Do staff take risks?
b. Do staff feel rewarded/compensated for their work?
c. Do staff feel they have an opportunity to be creative in their work?
d. Do staff have a committment to teamwork and creative compromise?
e. Describe the organizational climate. What are the positives and negatives?
f.

g.

XII. DECISION-MAKING:

a. How are major decisions which affect the entire agency made?
b. Are individual staff given the authority to make decisions within policy guidelines?
c. Who has the most influence on decision-making in the project? Who has the least?
d. Do staff generally respect the major decisions made?
e. Are major decisions announced or developed with input from the staff?
f.

g.

CREATING YOUR PROJECT CASE ASSESSMENT AS THE CHANGE AGENT

INSTRUCTIONS: USING THE ASSESMENT FRAMEWORK AS A GUIDE, THINK ABOUT THE QUESTIONS POSED AND WRITE UP YOUR PROJECT CASE.

ORGANIZATIONAL VALUES:

The Ridge originally was founded because there were no crisis beds in the community, aside from Juvenile Hall. We place a value on providing options to young people. We also placed a value on working with the community to solve its problems. Right now, the most significant change in values seems to be emerging around charging client fees. For a long time, we felt we were a "dumping ground" for those young people who the Welfare Department could not place, and so we worked out an agreement with them to pay us a per day rate. The Board didn't have a problem with that but now the staff thinks that our no-cost counseling services are not providing the needed incentives in developing theraputic relationships. The Board is more interested in seeing the program expand to provide more options to youth in this community, like recreation, employment, but the staff wants to increase the family counseling component.

PROGRAM DESIGN:

Over the past three years, the program has changed from a foster home network to a house with eight beds. We provide temporary shelter, individual, group and family counseling, walk-in counseling and legal advocacy services. We serve young people from 13 to 17 and their families. Last year, the program received a small grant from the County to provide outreach in the schools.

COMMUNITY BACKGROUND:

We are located in a urban setting with a population of about 300,000. There is a large military base and light industry. Generally, it is politically conservative, with a fairly stable population. The population is primarily middle-class with 86% white, 10% black and 4% latin. As far as human services go, the County Board of Supervisors makes most of the decisions regarding funding priorities. The Director of the Welfare Department is a fairly influential force in decision-making, in fact more than other County Department heads.

A real issue in this community is to reduce taxes. For the last two years, voters have consistently turned down shcool bonds and other human service concerns. This community has experienced a slight increase in crime, (and serious youth offenses) and the citizens seem concerned. However, not concerned enough to support human services which are supposed to act as a preventive force for social problems.

PROGRAM HISTORY:

The Ridge was started three years ago by a grant from the Office of Youth Development. Prior to that, David Director, the current Ridge director, was working in the Welfare Department as a Child Protection worker. He was continually frustrated with the lack of emergency beds for child and youth, aside from placing children in Juvenile Hall. While at the Welfare Department, he began to build support for a crisis foster home system with individuals in the Welfare Department, Community mental health workers, police and church members. Out of this initial support group, a Board of Directors was formed, and the current director and Rita (current Board chairperson) wrote a proposal to the Office of Youth Development. For the first year, the Ridge functioned as a crisis intervention center with a foster home network to place you on an emergency basis. During the middle of the first year, due to the difficulty of recruiting more foster families, the Ridge decided to start a residential program or a house where everything would be in one place. The current director got second year funding from the Office of Youth Development to start a house. So the second year was spent in ironing out the problems of a residential facility. We also have experienced a large staff turnover. Historically, due to funding, the Ridge pay scales has been low. It has been and continues to be an issue. Also our original focus was on crisis housing and counseling for young people and their families, now we are doing longer term family counseling.

PLANNING PROCESS:

Overall, the Ridge has never had a good planning process. During the first two years, staff and Board were always responding to crisis, either internal to the program or to the community. The current director went to a TA workshop and came back and tried to start a MBO process. Staff was not wildly enthusiastic, but went along with it for about three months. They developed an initial plan, and met for a few months to follow it. It was during this process that the outreach program idea was developed. Last summer, the Board decided to bring in an outside evaluator to evaluate the program. The evaluator looked at what the Ridge proposal stated it intended to do and interviewed staff and Board members. The evaluator pointed out that the program, in its stage of growth, has some important decisions to make about where it wants to go and needs to have staff and Board work together to develop common directions. The evaluator suggested that we hire a Program Development Specialist to help the program figure out where it wants to go.

BOARD STRUCTURE/RELATIONSHIP:

Currently, the Board has ten members. Two of us have been on the Board since it started. When the Board was first formed, it was primarily "social service" types. Now we have two members from the business community, a caseworker from the Welfare Department, the Chief of Police, two parents from our neighborhood, a lawyer, a private family counselor, a Probation Officer. One of the suggestions from the evaluator is that we look at the ethnic composition of the Board, as we have no other ethnic representation. Also, we have tried to get youth representation on the Board, but have not been able to keep young people interested.

POLICY FORMULATION:

The Board approves all policy. Generally, the director lets us know what the policy should be, however, we don't always agree. Last year, we had a case of an interesting policy disagreement. The director wanted to change an aspect of the personnel policies, and the Board did not agree. However, the Board went along with the director's recommendation. Then, the Board Chair got a call from Anne Assistant, a staff member, who wanted to know why the Board had all of a sudden changed the policy. It was apparent that the director had not confered with the staff before making this recommendation. At the next Board meeting, the staff presented the Board with a compromise solution, so the Board went with that. So, now the Board asks the director to be sure to obtain staff input before he makes a recommendation for policy.

COMMUNITY INVOLVEMENT:

The director is primarily responsible for maintaining and developing relationships in the community. However, he is working on a master's degree in counseling and working full time, so his time is limited. Anne Assistant, the assistant director, is really the "visible" person for the program. Generally, we have referral agreements with most of the agencies. However, with scarce resources, some are still in a competitive mindset. The Ridge really needs to be working more with other groups in the community to get county funding instead of relying on state and federal government.

RESOURCES:

The Ridge budget is at $70,000, with $60,000 from YDB funds and $10,000 from the County for the outreach program. We have five paid staff and eight volunteer staff. Every year, the director presents a budget to the Board and we give approval for expenditures. The Board has been encouraging staff to develop additional proposals, however due to limited time, this has not happened to the extent that we would want.

LEADERSHIP:

While the Ridge is a heirarchical model on paper, the director and assistant director work as a team and staff are encouraged to participate in decisions. Since the director has gone back to school, sometimes it seems that the assistant director is carrying more of a load than she should.

ORGANIZATIONAL CLIMATE:

It seems that the staff are okay with the organizational climate. The staff seem to work together well as far as case management is concerned and feel that they receive good training to do their jobs. Oscar Outreach, the outreach worker, however, feels isolated most of the time, and is ready to quit. Apparently, the assistant director is the only one who gives support to the outreach worker. Since we began to hire master degreed counselors, we have had a problem with staff turn-over because we cannot pay competitive salaries.

DECISION-MAKING:

Major decisions are made by the Board. Generally, the director makes recommendations to the Board and generally there is concurance. Actually, sometimes it seems that the director brings the problems to the Board to figure out the solutions and make the decisions. This is something we really need to look at.

--STOP--

USING THE INSTRUMENT ON THE FOLLOWING PAGES, REFLECT UPON THE ORGANIZATIONAL ASSESSMENT WHICH YOU HAVE JUST COMPLETED.

TURN TO NEXT PAGE

LEADERSHIP PROCESS:

CLARIFYING LEADERSHIP VALUES AND BIASES IN ORGANIZATIONAL ASSESSMENT

1. READ THE STATEMENT BELOW WHICH DESCRIBES COMMON BIASES IN THE ORGANIZATIONAL ASSESSMENT PERFORMED BY LEADERS WITHIN AN ORGANIZATION.

Factors affecting one's judgements when performing an organizational assessment and analysis are:

a. the purposes (real or imagined) for which the assessment is being made,
b. concern over who might gain access to the assessment data and the analysis results prepared, and
c. biases in the data collection process(assessment), including:

-observational biases which derive from one's situation in the observed organization and one's resultant access to, and familiarity with, certain organizational activities,

-biases associated with one's formal organizational role and responsibilities from which one is either unable to disassociate oneself or (because of value biases) one is unwilling to do so, and

-insufficient and/or incomplete data available (closely related to the first issue); this may result from organization secrecy/defensiveness.

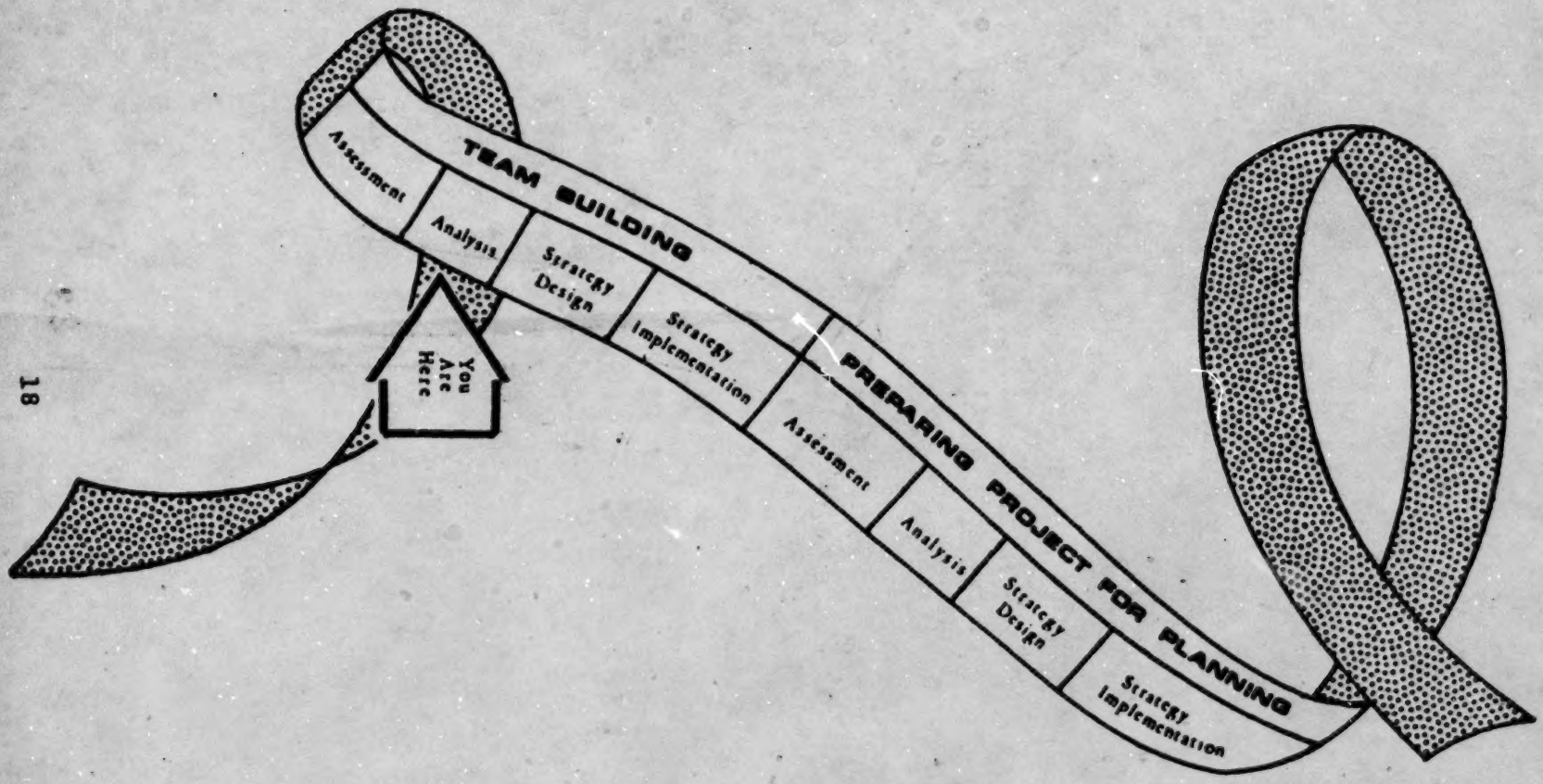
2. RE-READ THE STATEMENTS YOU HAVE MADE ON YOUR ORGANIZATIONAL ASSESSMENT. NOTE HOW AND WHERE YOUR OWN BIASES AFFECTED YOUR "FINDINGS."

3. AFTER CONSIDERING THE EFFECT OF BIAS ON YOUR ASSESSMENT, MAKE THOSE REVISIONS YOU THINK MINIMIZE THE UNDESIRED EFFECT OF THESE BIASES.

--STOP--

KEEPING IN MIND THAT YOUR IMMEDIATE OBJECTIVE IS TEAM BUILDING, PROCEED WITH THE NEXT PHASE, ORGANIZATIONAL ANALYSIS.

TURN TO THE NEXT PAGE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Initiation Phase Team Building- Step II: Analysis

The key steps in performing an ANALYSIS of organizational assessment data are:

-IDENTIFICATION OF ORGANIZATIONAL PROBLEMS;

-IDENTIFICATION OF BARRIERS TO PROBLEM SOLUTION;

-IDENTIFICATION OF ORGANIZATIONAL CAPABILITIES TO OVERCOME BARRIERS; AND

-PRIORITIZATION OF PROBLEMS AND IDENTIFICATION OF CRITICAL PROBLEMS (OR PROBLEM CLUSTERS).

Organizational Analysis is the process of determining the core (or pivotal issues) imbedded in the data collected during Organizational Assessment. Analysis requires reasoned judgements to be made by those reviewing the organization and interested in organizational development. To be complete, the values underlying the "reasoning" should be known to the analyst(s). Organizational Analysis can assist an individual in developing a nucleus of project personnel around whom a committment for organizational development can be created throughout the program (ie. organizational intervention team).

ORGANIZATIONAL ANALYSIS
INSTRUMENT INSTRUCTIONS

1A. REVIEW THE STATEMENTS YOU HAVE MADE ON THE ORGANIZATIONAL ASSESSMENT INSTRUMENT. IDENTIFY CONDITIONS WITHIN THE PROGRAM WHICH ARE PROBLEMATIC. TO AID IN THIS IDENTIFICATION, AS YOURSELF "ARE THERE CURRENT CONDITIONS IN THIS PROGRAM WHICH ARE LESS THAN IDEAL, ACCORDING TO MY STANDARDS"?

1A. FROM AMONG THE PROBLEMATIC, CURRENT CONDITIONS YOU HAVE JUST IDENTIFIED, SELECT THOSE SIX CONDITIONS WHICH YOU PERCEIVE REPRESENT THE MOST SERIOUS PROBLEMS IN THE ORGANIZATION. LIST THESE SIX CURRENT PROGRAM CONDITIONS IN COLUMN 1 ON THE ANALYSIS INSTRUMENT.

2. NEXT TO EACH OF THE SIX CURRENT CONDITIONS YOU HAVE JUST IDENTIFIED AS MOST SERIOUSLY PROBLEMATIC, AND LISTED IN COLUMN 1, WRITE THE IDEAL CONSITION WHICH YOU THINK WOULD REPRESENT AN IMPROVED PROGRAM. LIST THESE IDEAL CONDITIONS IN COLUMN 2 ON THE ANALYSIS INSTRUMENT.

3. ASK YOURSELF "WHAT IS KEEPING THE ORGANIZATION FROM MOVING ITSELF FROM THE CURRENT CONDITIONS NOTED IN COLUMN 1 CLOSER TO THE IDEAL CONDITIONS DESCRIBED IN COLUMN 2"? FOR EACH OF THE SIX SETS OF CURRENT CONDITION/IDEAL CONDITIONS, WRITE THE ANSWER TO THIS QUESTION IN COLUMN 3 (LABELED "BARRIERS") OF THE ANALYSIS INSTRUMENT.

NOTE: A CURRENT CONDITION, THE CORRESPONDING IDEAL CONDITION, AND THE BARRIER(S) WHICH BLOCK FROM CURRENT TO IDEAL, WHEN TAKEN TOGETHER, DEFINE A "PROBLEM."

4. FOR EACH BARRIER, IDENTIFY CAPABILITIES WHICH YOU PERCEIVE THE PROGRAM POSSESSING WHICH COULD BE MOBILIZED TO OVERCOME THE BARRIER AND LEAD THE PROGRAM CLOSER TO THE IDEAL NOTED IN COLUMN 2.

(CAPABILITIES MAY BE: AVAILABLE INFORMATION, SYSTEMS, PEOPLE, FINANCIAL RESOURCES, SKILLS, ETC.) NOTE THESE CAPABILITIES IN COLUMN 4 OF THE ANALYSIS INSTRUMENT.

5. REVIEW THE INFORMATION WHICH YOU HAVE DEVELOPED ON THE ANALYSIS INSTRUMENT AND IDENTIFY THOSE PROBLEMS WHICH ARE CRITICAL TO PROGRAM DEVELOPMENT IN THAT THEY ARE:

   A. PIVITOL PROBLEMS WHICH ONE OR MORE OTHER PROBLEMS SEEM TO BE DEPENDENT ON, OR EVEN CAUSED BY, OR

   B. IMPACTABLE PROBLEMS FOR WHICH THE RESOURCES APPEAR RELATIVELY AVAILABLE, BUT NOT YET IDENTIFIED AND MOBILIZED.

TEAM BUILDING
ORGANIZATIONAL ANALYSIS INSTRUMENT

CURRENT CONDITONS	IDEAL CONDITIONS	BARRIERS	RESOURCES	CRITICAL PROBLEMS
COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Board/Staff relations unclear	clarify Board/staff roles - decide who makes what decisions	staff and board don't understand roles	some board members could assist	Decision-making structure unclear
Poor community involvement	high visibility in community more involvement in attending community meetings	time and commitment of staff to do it	The outreach component could provide more training	Lack of committment of the Ridge to be involved
High staff turn-over	pay staff more provide more staff	low salaries confusion of program makes working here a hassle	get free training from other agencies	maybe we are hiring the wrong people
Lack of communication among staff regarding overall program functioning	all decisions regarding program functioning be written and understood by all staff	time factors & boring staff meetings - no one wants to stay or discuss things fully	organize staff meeting time better	no systematic way of discussing new program decisions also minimal staff input into decisions

--STOP--

WE NOW ASK YOU, AS THE CHANGE AGENT, TO REFLECT UPON THE ORGANIZATION ANALYSIS WHICH YOU HAVE JUST COMPLETED.

TURN TO THE NEXT PAGE

LEADERSHIP PROCESS

CLARIFYING LEADERSHIP VALUES AND BIASES IN ORGANIZATIONAL ANALYSIS

1. READ THE STATEMENT BELOW WHICH DESCRIBES COMMON BIASES IN THE ORGANIZATIONAL ANALYSIS PERFORMED BY LEADERS WITHIN AN ORGANIZATION:

Factors affecting ones judgements when performing an organizational analysis are:

a. inadvertant data collection errors which are not discovered and which are considered at face value in the process of analysis,

b. lack of a clear understanding and/or acceptance of an analytical approach; this can derive from confusion and/or a lack of knowledge regarding rational problem solving skills;

c. unstated assumptions and values serving as the basis for analytic judgements and interpretatations,

d. insufficient resources (time, people) to complete a careful examination of all available data coupled with a willingness to complete the analysis in spite of this shortage, and

e. defensive investment in one or more aspects of the organizational situation being scrutinized.

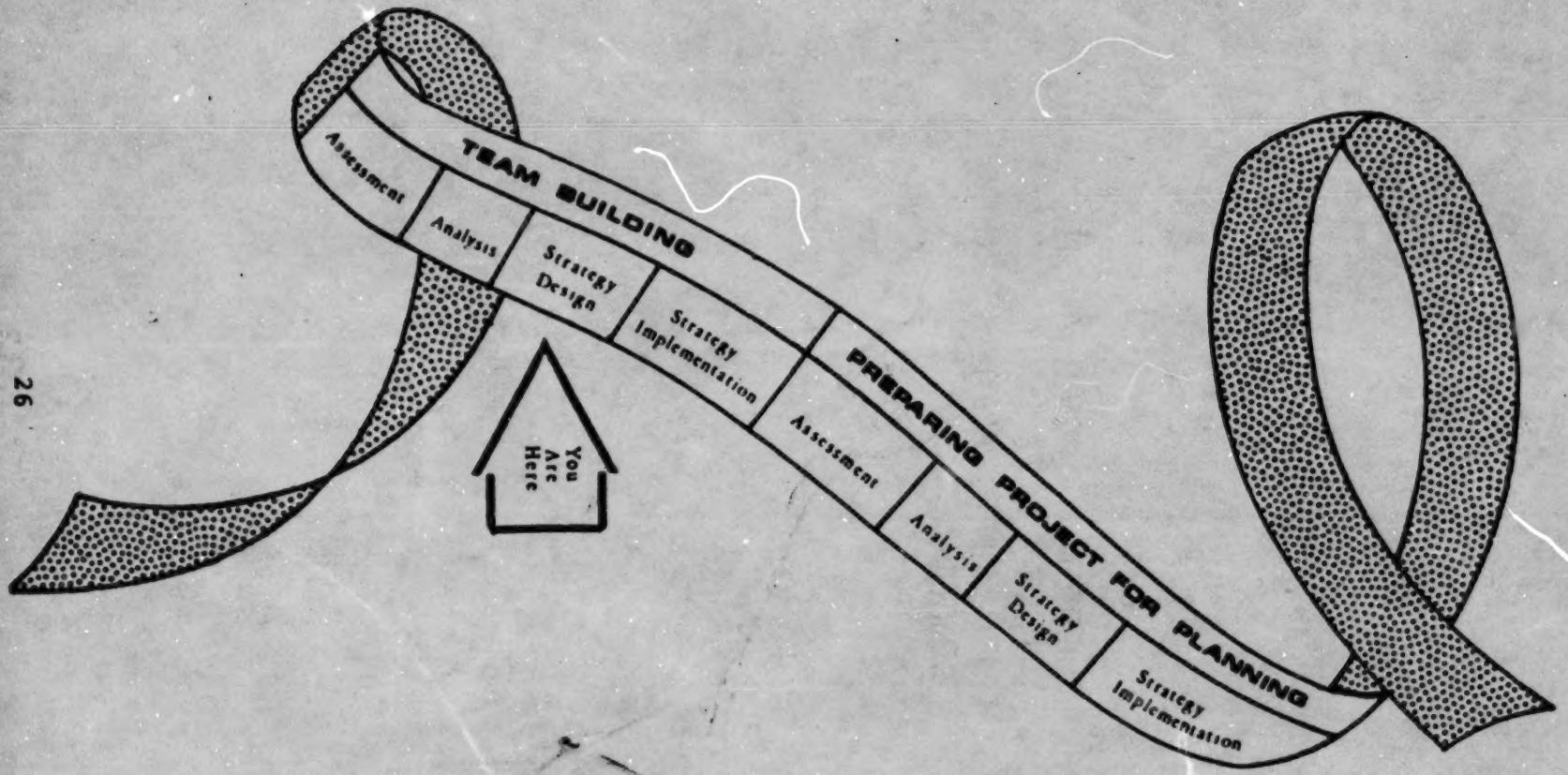
2. RE-READ THE STATEMENTS YOU HAVE MADE ON YOUR ORGANIZATIONAL ANALYSIS. NOTE HOW AND WHERE YOUR OWN BIASES AFFECTED YOUR "FINDINGS."

3. AFTER CONSIDERING THE EFFECT OF BIAS ON YOUR ANALYSIS, MAKE THOSE REVISIONS IN YOUR ANALYSIS WHICH YOU THINK MINIMIZE THE UNDESIRED EFFECT OF THESE BIASES.

--STOP--

AS THE CHANGE AGENT, YOU ARE ABOUT TO ENGAGE IN THE PROCESS OF DESIGNING YOUR TEAM BUILDING STRATEGY.

TURN TO THE NEXT PAGE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Initiation Phase/Team Building- Step III: Strategy Design

The key steps in designing an organizational intervention strategy are:

- -Identify the organization development (OD) intervention strategy OBJECTIVE;
- -Identify INDIVIDUALS and GROUPS centrally affected by the overall OD approach;
- -Identify the principle ISSUES and CONCERNS influencing the likely response of those individuals and groups to the overall OD approach;
- -Identify formal and informal INFLUENCE RELATIONSHIPS within the organization;
- -Identify ACTIONS needed to develop effective consensus in support of the overall OD approach; and
- -Review "REALITY" factors and select PRIORITY ACTIONS considering effectiveness vs effeciency in consensus development.

Designing strategies for the implementation of the OD approach presented in this Workbook is the process of identifying steps to engage groups/individuals in rational program planning. Essentially, this strategy design aims at the creation of a plan for building consensus. The strategy can be designed by an individual who has the objective of creating a change team, or by such a team with the aim of obtaining investment and support throughout their organization for a Program Development Planning process.

STRATEGY DESIGN

FORMAT AND INSTRUCTIONS

1. WHAT STAGE OF THE OVERALL OD APPROACH ARE YOU IMPLEMENTING? (CHECK ONE)

____INTERVENTION TEAM DEVELOPMENT	____OD PLANNING (INCLUDING PLAN IMPLEMENTATION)
____PREPARING PROJECT FOR FORMAL OD PLANNING	____EVALUATION OF THE OD PLAN

2. WHAT IS THE OBJECTIVE YOU INTEND TO ACCOMPLISH THROUGH THE IMPLEMENTATION OF THIS STRATEGY?

_____

_____

_____

3. WHAT GROUPS AND INDIVIDUALS ARE LIKELY TO PLAY CENTRAL ROLES IN THE OVERALL OD APPROACH?

Consider those which might be involved in implementing some part of the approach and those who might be directly affected by the Organizational Development process to be implemented in your project. Consider both groups which are formally related to organizational development in your organization and groups which are informally involved in organizational development processes. For each group, identify key individuals. Identify key individuals not involved in any group.

LIST THESE GROUPS (BY ORGANIZATIONAL ROLE/TITLE) AND INDIVIDUALS (BY NAME AND ORGANIZATIONAL ROLE) ON THE FOLLOWING PAGE (COLUMN 1 - 3).

4. FOR EACH OF THE INDIVIDUALS LISTED, CONSIDER TWO THINGS: FIRST, STATE WHAT THE MAJOR DETERMINANTS ARE FOR HIS/HER LIKELY RESPONSE TO THE OVERALL OD APPROACH. CONSIDER BOTH THOSE FACTOR WHICH COULD RESULT IN A POSITIVE REACTION OR A NEGATIVE REACTION (COLUMN 4). SECOND, STATE THE AVENUES (RELATIONSHIPS) OF INFLUENCE AVAILABLE TO YOU FOR BUILDING INTEREST AND SUPPORT OF THE OD APPROACH IN EACH OF THE INDIVIDUALS. CONSIDER THOSE RELATIONSHIPS YOU HAVE NOW AND THOSE YOU MIGHT DEVELOP AS PART OF YOUR STRATEGY (COLUMN 4).

5. AT THIS POINT, IDENTIFY THE INDIVIDUAL(S) THAT YOU SEE MAKING UP THE INTERVENTION TEAM IN THE BOX PROVIDED. LIST THE MEMBERS OF THIS PROPOSED TEAM.

6. WHAT ARE YOUR PROPOSES ACTION STEPS TO BUILD THE INTERVENTION TEAM? LIST YOUR BRAINSTORMED ACTION STEPS NEXT TO THE NAMES OF THE INDIVIDUALS YOU ARE CONSIDERING APPROACHING TO BE MEMBERS (COLUMN 5).

7. IN COLUMN 6, "SCORE" EACH ACTION IN TERMS OF HOW EFFECTIVE YOU JUDGE IT MIGHT BE IN BUILDING CONSENSUS. CIRCLE THE NUMBER SCORE FROM 5 POINTS (LIKELY TO BE HELPFUL IN REACHING YOUR OBJECTIVE) TO 1 POINT (LIKELY TO BE ONLY SLIGHTLY HELPFUL, IF AT ALL IN REACHING YOUR OBJECTIVE).

8. NOW CONSIDER THE MAJOR EXTERNAL LIMITATIONS PLACED UPON YOUR STRATEGY. ANSWER THE FOLLOWING QUESTIONS:

   A. TIME: I HAVE ___ WEEKS TO IMPLEMENT THIS STRATEGY.
   B. PEOPLE: THERE ARE ___ PEOPLE PRESENTLY COMMITTED TO ACCOMPLISHING THIS OBJECTIVE AND WILLING TO AID IN IMPLEMENTING THE STEPS REQUIRED TO DO SO.

CONTINUED

c. OTHER LIMITATIONS/RESOURCES:

9. REVIEW EACH ACTION STEP WHICH YOU HAVE SCORED 5, 4, OR 3 POINTS IN LIKELY EFFECTIVENESS. FOR EACH, CONSIDER YOUR ABILITY TO IMPLEMENT IT WITHIN THE LIMITATIONS AND RESOURCES LISTED ABOVE. RANK THESE ACTION STEPS BY ASKING YOURSELF THE FOLLOWING QUESTION:

"WHICH OF THESE ACTIONS WILL MOVE THIS STRATEGY THE FURTHEST TOWARD ACCOMPLISHMENT WITHIN THE LIMITS OF TIME, PERSONNEL, AND RESOURCES AVAILABLE"?

WRITE THE RANK ORDER (ABCDE) FOR EACH ACTION CONSIDERED ON COLUMN 7. NOTE THAT EACH ACTION WHICH RECEIVED A SCORE OF THREE OR BETTER IN TERMS OF LIKELY EFFECTIVENESS AND WHICH YOU JUDGED AS FEASIBLE WITHIN YOUR RESOURCE LIMITATION, SHOULD BE RANKED.

STRATEGY DESIGN
KEY INDIVIDUALS AND GROUPS

GROUPS (ROLES)	INDIVIDUALS (NAME	ROLES)	MOTIVATIONAL FACTORS	RELATIONSHIP
Board	Rita	Board-Chair	Historical committment ownership of Project been on the Board since inception	Good relationship w/ Anne Historical good relationship w/ David--but setting strained
Administrative Staff	David Director	Exec. Director	frustrated and says he needs help	strained with Anne, Rita
	Anne Assistant-Director	Assist. Director	wants Ridge more involved in community planning	support from Rita and Oscar
Counseling Staff	Oscar Outreach	Outreach Staff	frustrated but enthusiastic	strained w/ Board and David good w/ Anne
	Sally Supervisor	Counseling Supervisor	wants the family counseling component expanded	good w/ David and Anne
	Willie Welfare	Welfare Director	wants to keep control of the development of Ridge	historical poor relationship with David

MEMBERS OF THE INTERVENTION TEAM

1. Rita Board-Chair
2. David Director
3. Anne Assistant-Director and myself

STRATEGY DESIGN

KEY INDIVIDUALS AND GROUPS (CONTINUED)

POTENTIAL ACTION STEPS	LIKELY EFFECTIVENESS	FINAL RANKINGS
COLUMN 5	COLUMN 6 MOST (5) 4 3 2 1 LEAST	COLUMN 7
1. *I talk with Rita to get her committment to organize a team, using the Aurora format.*		A
2. *Rita talks with David and Anne to get their committment to be on the team. She will use the identified motivational factors in her "pitch".*	5 4 (3) 2 1	C
3. *Rita discusses this with other Board members informally to generate interest.*	5 4 3 (2) 1	D
4. *Rita convenes a meeting of the intervention team to look at the organization, and will use the Aurora format.*	5 4 (3) 2 1	B

--STOP--

AFTER CONSIDERING THE CHECKLIST ON THE FOLLOWING PAGE, REVISE THE TEAM BUILDING STRATEGY YOU HAVE JUST DESIGNED.

TURN TO THE NEXT PAGE

CHECKLIST OF TYPICAL "ERRORS" IN STRATEGY DESIGN FOR TEAM BUILDING

ERRORS	SOURCE OF ERRORS
The practitioner will often:	
At too early a stage commit him/her self publicly not only to the general objective of the change, but also to details (thus reducing the possibility of arousing feelings of participation and free choice).	Lack of systematic prior planning. Underestimate of changee's want for participation. Disregard of possibilities for reducing restraining forces. Wish to enhance own status. Organizational pressures for quick and positive action.
Proceed too quickly to formal activities without sufficient attention to the need for informal data gathering. Neglect possibilities of utilizing informal processes of influence.	Overemphasis on formal structure. Stereotyped picture of changee's motives and perceptions. Exaggeration of ease with which distorted perceptions can be corrected. Insufficient recognition of the role of conformity pressures. Wish to enhance own status. Organizational pressures for quick and positive action.

Tend to give active roles to early supporters, without testing their status in the changee community and the possibility that they may arouse antagonism among influential changees.	Insufficient recognition of informal social influence structure. Insufficient recognition of the role of personal sympathies and antipathies. Wish to enhance own status. Organizational pressure for immediate results.
Use a standard set of rational arguments in all persuasive attempts.	Stereotyped view of changee's motives and perceptions. Belief in commonality of perception. Insufficient recognition of role of irrelevant motives. Overemphasis of formal structure.
Fail to ensure that potentially disruptive minority groups are reached.	Emphasis on social categories rather than on independent groups. Insufficient recognition of the wishes for participation. Insufficient recognition of group forces acting on influentials. Lack of appreciation for the importance of reducing restraining forces. Wish to enhance own status.

NOW GO BACK TO YOUR STRATEGY DESIGN AND CORRECT ANY ERRORS WHICH YOU MIGHT HAVE MADE.

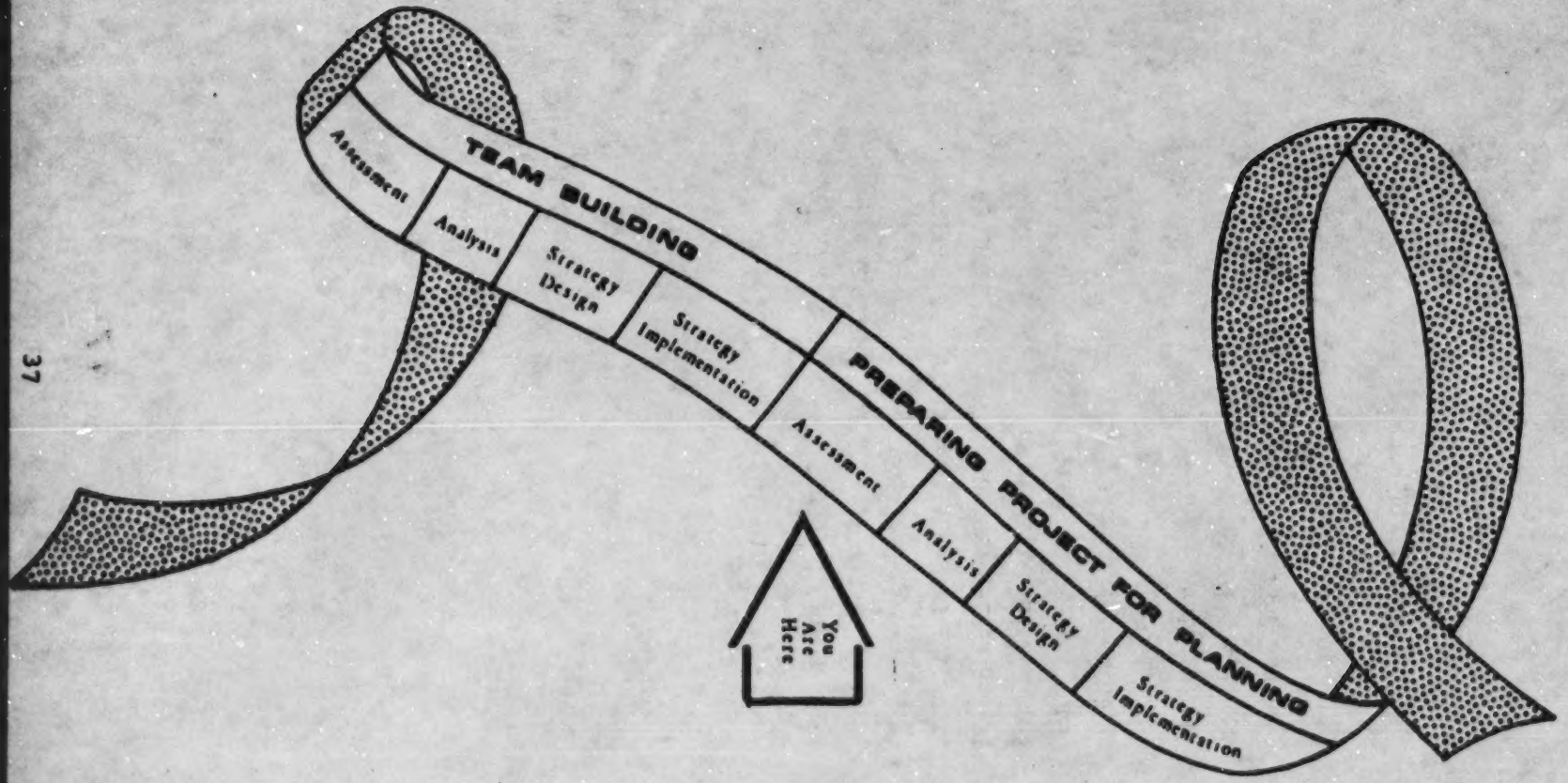
--CONGRATULATIONS--

YOU HAVE JUST COMPLETED YOUR TEAM BUILDING STRATEGY. THE NEXT STEP IS TO IMPLEMENT YOUR STRATEGY.

AFTER YOU HAVE IMPLEMENTED YOUR STRATEGY (AND IT IS TO BE HOPED, SUCCESSFULLY), YOU SHOULD HAVE A TEAM IN PLACE. YOUR TEAM IS THE CENTER AROUND WHICH COMMITTMENT FOR ORGANIZATIONAL DEVELOPMENT CAN BE CREATED.

THE TEAM'S IMMEDIATE OBJECTIVE IS TO PREPARE THE PROJECT TO ENGAGE IN A FORMAL PLANNING PROCESS.

TURN TO THE NEXT PAGE


TEAM BUILDING
Assessment
Analysis
Strategy Design
Strategy Implementation
PREPARING PROJECT FOR PLANNING
Assessment
Analysis
Strategy Design
Strategy Implementation
You Are Here

Initiation Phase Preparing the Project for Planning- Step I: Assessment

The key steps in performing an organizational assessment are:

- -Definition of a broad FRAMEWORK to be used in collecting and compiling information to describe the organization being assessed,
- -Collection of INFORMATION about the organization from sources available to those performing the Assessment, within and around the organization, and
- -COMPILING (organizing) the available information within the categories defined in the Assessment Framework.

Organizational Assessment is the process of collecting descriptive data about an organization's structures, functions, processes, and resources and compiling the information into some pre-defined assessment categories. The Organizational Intervention Team performing the assessment must determine those aspects of the organization which are most significant in describing functions, etc. These aspects make up the Assessment Framework.

Assessment is the first step to be undertaken by an organization in establishing a formal organizational development planning process.

ASSESSMENT FRAMEWORK

INSTRUCTIONS: READ THESE QUESTIONS. ADD ANY OTHER QUESTIONS WHICH YOU FEEL ARE IMPORTANT. ANSWER ALL THE QUESTIONS ON THE INSTRUMENT THAT FOLLOWS THESE PAGES.

I. ORGANIZATIONAL VALUES:

a. What do you perceive as the organizational values?
b. How do you perceive that these values have changed during the past several years?
c. Are the value conflicts apparent?
d. Who "carries" (and has "carried") the key organizational values?
e. What values are widely agreed with throughout the organization? Which are disputed?
f.

g.

II. PROGRAM DESIGN:

a. What services are provided? To whom (target population)?
b. What services and target population changes have occured over the past several years?
c. What is the "strongest" service currently provided? The weakest?
d. What is the service capacity? How many are actually served?
e.

f.

III. COMMUNITY BACKGROUND:

a. Is the community rural, urban, suburban?
b. What are the dominant socio-economic realities defining the community?
c. Who are the major community power groups?
d. What are the principal human service needs in the community?
e. What are the community attitudes toward youth?

f.

g.

IV. PROGRAM HISTORY:

a. How did the program get started? Who started it?
b. What community institutions were involved in founding the program?

continued

c. What was the original funding?
d. Who were the key project founders? Are any remaining involved with the program?
e. How long ago was the program founded?
f. What was the original program purpose?

g.

h.

V. PLANNING PROCESS:

a. Does the program have an identified planning process.
b. How often do planning events occur? Are there weekly/monthly/annual/multi-year program plans?
c. Who is involved in program planning?
d. Who evaluates program performance? What do they evaluate?
e. When was the last evaluation done? What was the outcome of the evaluation?
f. How are day to day problems solved?
g. How are major problems solved?

h.

i.

VI. BOARD STRUCTURE/RELATIONSHIP:

a. What is the Board composition?
b. Does the Board reflect community composition?
c. How involved is the Board? How active? How often does it meet?
d. What are mutual Board/staff feelings about each other?
e. What is the Board's most recent (within one year) outstanding accomplishment?
f. Is the membership stable?

g.

h.

VII. POLICY FORMULATION:

a. Who is formally responsible for making policy decisions?
b. Who actually makes policy?
c. What process are used to develop policy?
d. What information is obtained in the policy-making process? For whom?

continued

e. Are policy makers involved in program planning?
f. Do program plan reflect prior policy decisions?

g.

h.

VIII. COMMUNITY INVOLVEMENT:

a. Who is formally responsible for program visibility in the community?
b. What element of the community has the highest respect for the program? The lowest?
c. Is community input sought in program planning and evaluation? How? By whom?
d. To what extent is the program known in the community?
e. To what extent does the program cooperate with other human service agencies?
f. Does the program take responsibility to initiate cooperation with other human service agencies?
g.

h.

IX. RESOURCES:

a. What is the current budget? Where does it come from? By type, by amount.
b. How many people are at the project? Paid staff? Volunteer staff?
c. Are the resources growing, shrinking, or staying the same?
d. Who is responsible for the resources that are there?
e. Who controls the resources?
f. How are resources used?

g.

h.

X. LEADERSHIP:

a. Who is the formal leader(s) of the project?
b. Who is the informal leader(s)?
c. Is the leadership: Crisis oriented? Maintenance oriented? Creatively oriented?
d. What is the overall leadership style and how does it effect program functioning?
e. Is the leadership there by: Force? Default? Inheritance? Delegation?

continued

f. Is the leadership: Autocratic (controlling)? Democratic (cooperative)? Laissez-Faire (little if any direction)?

g.

h.

XI. ORGANIZATIONAL CLIMATE:

a. Do staff take responsibility within the organization? Do staff take risks?
b. Do staff feel rewarded/compensated for their work?
c. Do staff feel they have an opportunity to be creative in their work?
d. Do staff have a committment to teamwork and creative compromise?
e. Describe the organizational climate. What are the positives and negatives?
f.

g.

XII. DECISION-MAKING:

a. How are major decisions which affect the entire agency made?
b. Are individual staff given the authority to make decisions within policy guidelines?
c. Who has the most influence on decision-making in the project? Who has the least?
d. Do staff generally respect the major decisions made?
e. Are major decisions announced or developed with input from the staff?
f.

g.

INTERVENTION TEAM CASE ASSESSMENT

INSTRUCTIONS: USING THE ASSESSMENT FRAMEWORK AS A GUIDE, THINK ABOUT THE QUESTIONS POSED AND WRITE UP YOUR TEAM'S ASSESSMENT.

ORGANIZATIONAL VALUES:

According to program literature and the three interviews, the Ridge was originally founded because there were no crisis beds in the community, aside from Juvenile Hall. A value was placed on providing options to existing services, which were not adequate or meaningful. Basically, it was believed that young people deserved more than what was available. It was believed that if the Ridge provided accessible and non-judgemental services, the young people in the community would have more "space" to develop to their full potential. For example, until the Ridge, the community did not offer free crisis counseling to young people and their families. A value was also placed on working with the community to solve its own problems. The staff used to be more actively involved in different types of community activities, but when the program changed from a foster home network to a residential program, there is more limited staff time. Anne Assistant-Director feels that the shift away from the community involvement is creating problems with a lack of Ridge visibility. David Director who agrees with the value of community involvement, says that the most important priority of the Ridge is service provision to the clients.. He says, that given limited staff resources, staff cannot stay involved in community activities.

Rita Board-Chair thinks that there is a significant change in values emerging around charging client fees. For a long time, the Ridge felt is was a "dumping ground" for those young people who the Welfare Department could not place, so David Director worked out an agreement to pay a per day rate per youth. However, David Director now says that the no-cost counseling services are not providing the needed incentives in developing the theraputic relationship. Rita Board-Chair is opposed to charging fees for counseling services (even on a sliding scale) and says that before providing good counseling was being a good listener, but now the staff have become more interested in the theraputic process. In large part, sometimes the Board is concerned about the directions that staff want to take. The Board is interested in seeing the program expand to provide more options for youth in the community (like recreation, and employment), but the majority of the staff (David Director, Sally Supervisor and Connie Counselor) want to increase the family counseling component. According to Rita, the Board members are a bit tired of feeling like they are providing a barrier to staff, yet they see some larger community issues which need some leadership. There are a few staff (Anne Assistant-Director and Oscar Outreach) who are interested in these directions, yet David Director place a priority on hiring counselors.

PROGRAM DESIGN:

Over the past three years, the program has changed from a foster home network to a house with eight beds. The Ridge provides temporary shelter, individual, group and family counseling, walk-in counseling and legal advocacy services to young people from 13 to 17 and their families. Last year, the program received a small grant from the County to provide outreach in the schools. The outreach component has had a hard time getting off the ground. There was a lot of ground work with the school administration that is still being ironed out. According to Rita Board-Chair and Anne Assistant-Director, the Ridge has not placed a very high priority on outreach. Overall, all feel that the Ridge is doing a good job, especially with the residential program. Last year the Ridge housed about 300 young people and provided family sessions to at least half of them.

COMMUNITY BACKGROUND:

The Ridge is located in an urban setting with a population of about 300,000. There is a large military base and light industry. Generally, it is politically conservative, with a fairly stable population. The population is primarily middle-class with 86% white, 10% black and 4% latin. As far as human services go, the County Board of Supervisors makes most of the decisions regarding funding priorities. The Director of the Welfare Department is a fairly influential force in decision-making, in fact more than other County Department heads. The program used to participate in a coalition made up of drug abuse and other human service agencies, but that coalition was disbanded last year. Because County monies have been difficult to access, most of the human service agencies in this community rely on state or federal funding. However, last year the Ridge did receive a small grant to do outreach in the schools. That came about primarily because one of the Board members is a neighbor of one of the members of the County Board of Supervisors and Anne Assistant-Director was active in her re-election campaign last year. It was a real "fight" to get the grant because of the rather vocal opposition of the Director of the Welfare Department, but the Ridge managed to get it anyway. Since the Chief of Police views the program as a positive influence and a place for young people and their families to receive help, he was very supportive.

* real issue in this community is tax reduction. For the last two years, voters have consistently turned down school bonds and other human service concerns. This community has experienced a slight increase in crime, and the citizens seem concerned. However, not concerned enough to support human services which are supposed to act as a preventative force for social problems. Another problem has been a rise in the more serious youth offenses. The Juvenile Court judge seems to think that the best deterent to this is to print the names of the youthful offenders in the papers to embarrass the families. While this has not happened, it is a good indication of the juvenile courts philosophy regarding young people. Sometimes, it seems like this community is not interested in the needs of its young citizens. While church and school activities are sufficient for some young people, it doesn't meet all the needs.

PROGRAM HISTORY:

The Ridge was started three years ago by a grant from the Office of Youth Development. Prior to that, David Director was working the Welfare Department as a Child Protection worker. He was continually frustrated with the lack of emergency beds for child and youth, aside from placing children in Juvenile Hall. He became a "thorn" in the side of the Welfare Department Director by advocating for a more "progressive" stance, especially for runaways. While at the Welfare Department, he was able to develop four crisis foster family homes, but that was not enough to meet the need. He began, through a personal network, to build support for a crisis foster home system with individuals in the Welfare Department, Community mental health workers, police and church members. Out of this initial support group, a Board of Directors was formed, and David Director and Rita Board-Chair wrote a proposal to the Office of Youth Development. For the first year, the Ridge functioned as a crisis intervention center with a foster home network to place youth on an emergency basis. Since David Director had worked to develop the four crisis foster home families and has a good relationship with them, the four foster families agreed to be the initial "core" group for the Ridge. The Director of the Welfare Department was furious, since he has lost four foster families. The Ridge had to "mend" a lot of fences the first year. However, in retrospect, it was a good thing, because it forced the staff to really get out into the community and build linkages. By the end of the first year, the Ridge had a pretty good reputation, and was well known. At this point, due to the difficulty of recruiting more foster families, the Ridge decided to start a residential program or a house where everything would be in one place. David Director got second year funding from the Office of Youth Development to start a house. So the second year was spent in ironing out the problems of a residential facility. The Ridge also has experienced a large staff turn-over. Historically, due to funding, the Ridge pay scale has been low. It has been and continues to be an issue. Also the original focus was on crisis housing and counseling for young people and their families, now the Ridge is doing longer term family counseling.

PLANNING PROCESS:

Overall, according to Rita, David, and Anne, the Ridge has never had an effective planning process. During the first two years, staff and Board were always responding to crisis, either internal to the program or to the community. David Director went to a TA workshop and came back and tried to start a MBO process. Staff was not enthusiatic, but went along with it for about three months. They developed an initial plan, and met for a few months to follow it. It was during this process that the outreach program idea was developed. But when staff began to experience problems with the outreach program and need to spend time ironing out those difficulties the staff did not have time to plan on a yearly basis. Staff now plan on a monthly basis, but that is primarily to keep things going. Last year, just before the submission of this year's federal

PLANNING PROCESS (CONTINUED)

grant, David met with the Board, and suggested they develop a plan for this year's grant. A Board committee met and developed some goals and objectives that included developing some new programs. David Director was irritated when he saw this. He said that until the salary scale was increased, and he could count on a staff that did not turn over every nine months, that he did not want to put any effort into development. Since that time, the Board (who worked hard on this plan) lost interest. Actually, there was also a another issue which led to Board members' feeling that their participation was futile. Last Summer, the Board decided to bring in an outside evaluator to evaluate the program. The evaluator looked at what the Ridge proposal stated it intended to do and interviewed staff and Board members. The evaluator pointed out to the Board that the staff didn't feel supported by the Board; infact, some staff felt the Board was a real hindrance. David Director feels that until the Board comes "to grips" with the salary issue, the Board is undermining what he wants to do. There was a split in the staff about where they thought the program should go. Anne, Assistant-Director, who has been with the program for two and a half years, was the on who worked hard to develop the outreach program and attends community meetings. She doesn't feel that she gets enough support from either the program or the Board regarding development. The evaluator pointed out that the program, in its stage of growth, has some important decsions to make about where it wants to go and needs to have staff and Board work together to develop common directions. The evaluator suggested that the Ridge hire a Program Development Specialist to help the program figure out where it wants to go.

BOARD STRUCTURE/RELATIONSHIP:

Currently, the Board has ten members. Two members have been on the Board since it started (Rita being one of the original members). When the Board was first formed, it was primarily "social service" types. Now there are two members from the business community, a caseworker from the Welfare Department, the Chief of Police, two parents from the local neighborhood, a lawyer, a private family counselor, a Probation Officer, and Rita Board-Chair. One of the suggestions from the evaluator, is that the Board look at the ethnic composition of the Board, as there is no ethnic minority representation. Also, the Board has tried to get youth representation on the Board, but have not been able to keep young people interested. As stated earlier, the Board has not been very active in the past several months. In fact, the attendance at the last monthly Board meeting was Rita Board-Chair and one other member. David Director is frustrated with the Board and their non-participation. He feels that they are a "waste of time," and that they never do "anything" to raise money. For example, last year, the Board put on a Ridge Ice Cream Social, sort of an old-fashioned community party. It raised about $500 in donations and memberships to the organization. However, it seemed

like a lot of hours were spent in organizing it when compared with the monetary return. David Director would rather the Board focus on grant-writing, but Anne Assistant-Director thinks the community-focused fund raising event was a success and should be repeated.

POLICY FORMULATION:

The Board approves all policy. Generally, David Director lets the Board know what the policy should be; however, the Board doesn't always agree. Last year, there was a case of an interesting policy disagreement. David Director wanted to change an aspect of the personnel policies, and the Board did not agree. However, the Board went along with David Director's recommendation. Then, Rita got a call from Anne Assistant-Director who wanted to know why the Board had, all of the sudden, changed the policy. It was apparent that David Director had not confered with the staff before making his recommendation. At the next Board meeting, David Director and Anne Assistant-Director presented the Board with a compromise solution, so the Board went with it. So, now the Board asks the Director to be sure to obtain staff input before he makes a recommendation for policy.

COMMUNITY INVOLVEMENT:

David Director is formally responsible for maintaining and developing relationships in the community. However, he is working on a master's degree in counseling and working full time, so his time is limited. Anne Assistant-Director is really the "visible" person in the program. The Ridge has a good reputation with most of the other human service organizations. The Director of the Welfare Department is not exactly on good terms with David Director, but is not as nasty as he used to be. The Juvenile Court Judge still thinks the Ridge "coddles" young people, but the Police Department is appreciative of its efforts. Anne Assistant-Director is trying to work with other human service agencies to get another coalition started, but that isn't getting too far. Generally, the Ridge has referral agreements with most of the agencies. However, with scarce resources, some are still in a competitive mind-set. The Ridge really needs to be working more with other groups in the community to get county funding instead of relying on state and federal governments. One concern related here was broached by the evaluator. While the Ridge is known in the "social service" community, the general citizenry is not that aware of it. The outreach program in the schools is beginning to let young people know about the Ridge, but a public relations campaign seems to be in order.

RESOURCES:

The Ridge budget is at $70,000, with $60,000 from YDB funds and $10,000 from the County for the outreach program. There are five paid staff and eight volunteer staff. The program needs to develop more sources of funding; however, both the director's and assistant director's time is limited. Every year, David Director presents a budget to the Board for approval of expenditures. Last year, the Ridge spent a lot of money in refurnishing the house. Due to some unwise over-expenditures (that were not approved), there was a cash flow problem for several months. This resulted around the same time as the outreach program was supposed to start. As a result, the outreach program did not have a paid staff position for three months. As stated earlier, there is still a problem with staff salaries. While the Board would like to see them raised, there simply is not enough money to do so. The Board feels like it is blamed by the staff for not increasing salaries, but the staff says they don't think that they should develop new programs which would lead to increased resources.

LEADERSHIP:

While the Ridge is a heirarchical organization on paper, the director and assistant director work as a team and staff are encouraged to participate in decisions. Since Davis Director has gone back to school, sometimes it seems to Anne Assistant-Director that she is carrying more of a load than she should. David Director is very personable and at times forceful. He spends a lot of time with his family counseling caseload, and, as a result, doesn't focus a lot of attention on the overall management. He says that generally these "things" take care of themselves. Sometimes, it seems that more attention is spent on case management and supervision than on day to day operations, according to Anne Assistant-Director. David Director says his job is to ensure quality counseling, therefore, he thinks it is important to spend the majority of his time on case management and supervision.

ORGANIZATIONAL CLIMATE:

It seems that the staff are okay with the organizational climate. They are still mad at the Board for not increasing salaries and feel that the Board wants them to develop new programs without adequate resources. The current staff, with the exception of Anne Assistant-Director and Oscar Outreach, want to be responsible for counseling, and that is it. The staff seem to work together well, as far as case management is concerned and feel that they receive good training to do their jobs. Oscar Outreach, however, feels isolated most of the time, and is ready to quit. Apparently, Anne Assistant-Director is the only one who gives support to Oscar. Since the Ridge began to hire master degreed counselors, there has been a problem with staff turn over because the Ridge can not afford to pay competitive salaries. The Ridge can attract people just out of school, but after they gain some experience, they leave. Anne Assistant-Director states that she wants to see some changes in the program, but generally, staff get along.

DECISION-MAKING:

Major decisions are made by the Board. Generally, David Director makes recommendations to the Board and usually there is agreement. According to Rita, sometimes it seems that the director brings the problems to the Board to figure out the solutions and make the decisions. When the Board does this, generally the staff gets angry. The Board wants to do a good job, but it is getting tired of getting the negative reactions from the staff when it is directive. Lately, befor each Board meeting, Rita has been making contact with Anne Assistant-Director to find out what is going on and to get her feelings on matters. While David Director can be quite decisive some of the time, other times, according to Rita, he seems not to care. It seems that this attitude has "rubbed off" on the other counseling staff. The Board, according to Rita, can never tell when the staff will get angry with it for making a decision. Anne Assistant-Director thinks the basic problem is that no one takes the time to really think through decisions, and to look at the ramifications.

--STOP--

USE THE INSTRUMENT ON THE FOLLOWING PAGE TO REFLECT UPON THE ORGANIZATIONAL ASSESSMENT WHICH THE TEAM HAS JUST COMPLETED.

TURN TO THE NEXT PAGE

LEADERSHIP PROCESS:

CLARIFFYING LEADERSHIP VALUES AND BIASES IN ORGANIZATIONAL ASSESSMENT

1. READ THE STATEMENT BELOW WHICH DESCRIBES COMMON BIASES IN THE ORGANIZATIONAL ASSESMENT PERFORMED BY LEADERS WITHIN AN ORGANIZATION.

Factor affecting one's judgements when performing an organizational assessment and analysis are:

a. the purposes (real or imagined) for which the assessment is being made,
b. concern over who might gain access to the assessment data and the analysis results prepared, and
c. biases in the data collection process (assessment), including:

-observational biases which derive from one's situation in the observed organization and one's resultant access to, and familiarity with, certain organizational activities,

-bias associated with one's formal organizational role and responsibilities from which one is either unable to disassociate oneself or (because of value biases) one is unwilling to do so, and

-insufficient and/or incomplete data available (closely related to the first issue); this may result from organizational secrecy/defensiveness.

2. RE-READ THE STATEMENTS YOU HAVE MADE ON YOUR ORGANIZATIONAL ASSESSMENT. NOTE HOW AND WHERE YOUR OWN BIASES AFFECTED YOUR "FINDINGS."

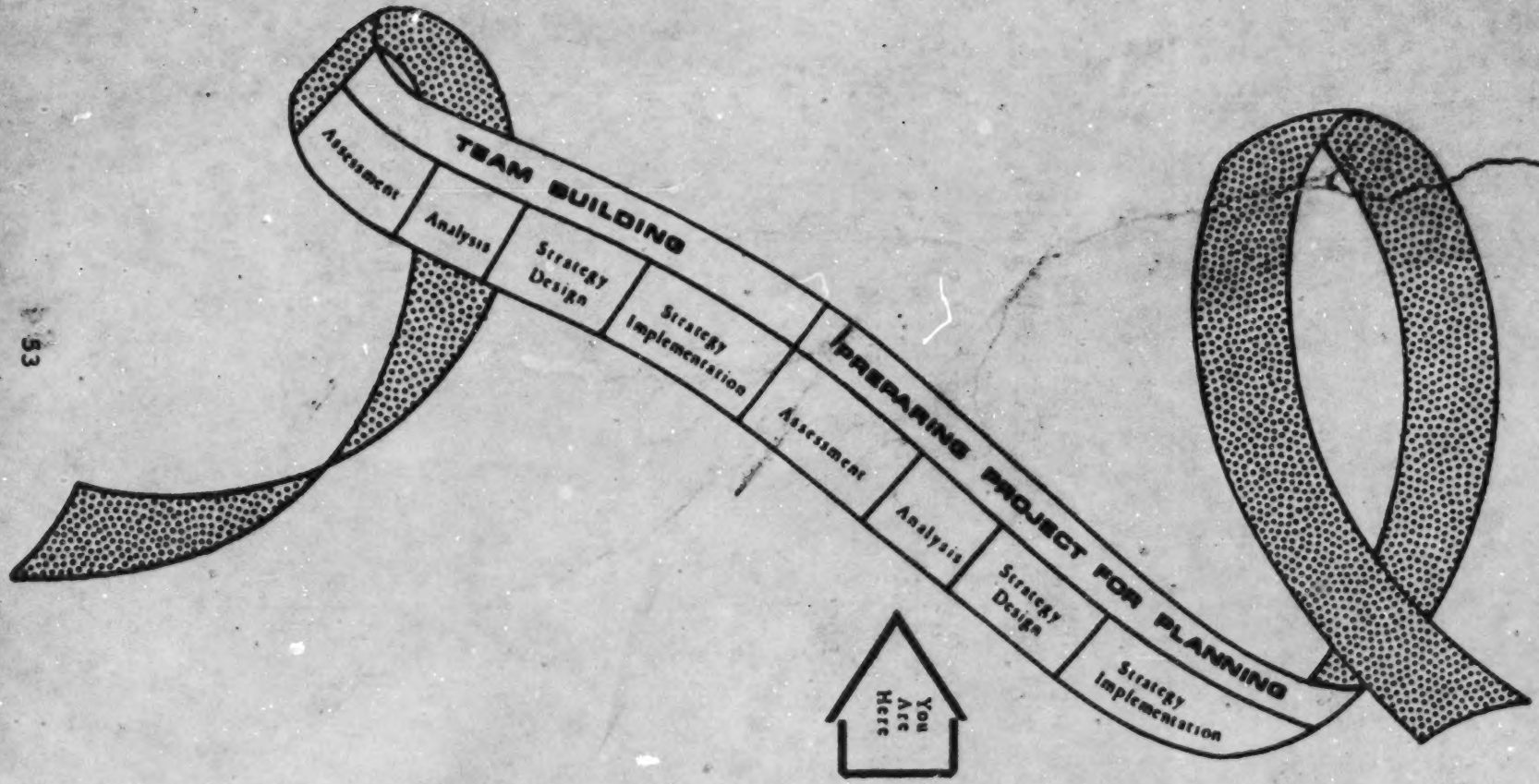
3. AFTER DISCUSSING THE EFFECT OF BIAS ON YOUR ASSESSMENT WITH YOUR TEAMMATES, MAKE THOSE REVISIONS WHICH YOU THINK MINIMIZE THE UNDESIRED EFFECT OF THESE BIASES.

--STOP--

THE TEAM WILL NOW PROCEED WITH THE NEXT STEP, ORGANIZATIONAL ANALYSIS.

KEEP IN MIND THAT YOUR TEAM'S IMMEDIATE OBJECTIVE IS TO PREPARE YOUR PROJECT TO ENGAGE IN A FORMAL PLANNING PROCESS.

TURN TO THE NEXT PAGE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Initiation Phase/Preparing the Project for Planning- Step II: Analysis

The key steps in an ANALYSIS of organizational assessment data are:

- -Identification of organizational PROBLEMS;
- -Identification of BARRIERS to problem solution;
- -Identification of organizational CAPABILITIES to overcome barriers; and
- -Prioritization of problems and identification of CRITICAL PROBLEMS (or problem clusters).

Organizational Analysis is the process of determining the core (or pivotal) issues imbedded in the data collected during Organizational Assessment. Analysis requires reasoned judgements to be made by those reviewing the organization and interested in organizational development. To be complete, the values underlying the "reasoning" should be known to the analyst(s). Organizational Analysis can assist an Organizational Intervention Team in considering how best to develop investment in planned change throughout the organization.

ORGANIZATIONAL AHALYSIS
INSTRUMENT INSTRUCTIONS

1A. REVIEW THE STATEMENTS YOU HAVE MADE ON THE ORGANIZATIONAL ASSESSMENT INSTRUMENT. IDENTIFY CONDITIONS WITHIN THE PROGRAM WHICH ARE PROBLEMATIC. TO AID IN THIS IDENTIFICATION, AS YOURSELF "ARE THERE CURRENT CONDITIONS IN THIS PROGRAM WHICH ARE LESS THAN IDEAL, ACCORDING TO MY STANDARDS"?

1A. FROM AMONG THE PROBLEMATIC, CURRENT CONDITIONS YOU HAVE JUST IDENTIFIED, SELECT THOSE SIX CONDITIONS WHICH YOU PERCEIVE REPRESENT THE MOST SERIOUS PROBLEMS IN THE ORGANIZATION. LIST THESE SIX CURRENT PROGRAM CONDITIONS IN COLUMN 1 ON THE ANALYSIS INSTRUMENT.

2. NEXT TO EACH OF THE SIX CURRENT CONDITIONS YOU HAVE JUST IDENTIFIED AS MOST SERIOUSLY PROBLEMATIC, AND LISTED IN COLUMN 1, WRITE THE IDEAL CONSITION WHICH YOU THINK WOULD REPRESENT AN IMPROVED PROGRAM. LIST THESE IDEAL CONDITIONS IN COLUMN 2 ON THE ANALYSIS INSTRUMENT.

3. ASK YOURSELF "WHAT IS KEEPING THE ORGANIZATION FROM MOVING ITSELF FROM THE CURRENT CONDITIONS NOTED IN COLUMN 1 CLOSER TO THE IDEAL CONDITIONS DESCRIBED IN COLUMN 2"? FOR EACH OF THE SIX SETS OF CURRENT CONDITION/IDEAL CONDITIONS, WRITE THE ANSWER TO THIS QUESTION IN COLUMN 3 (LABELED "BARRIERS") OF THE ANALYSIS INSTRUMENT.

NOTE: A CURRENT CONDITION, THE CORRESPONDING IDEAL CONDITION, AND THE BARRIER(S) WHICH BLOCK FROM CURRENT TO IDEAL, WHEN TAKEN TOGETHER, DEFINE A "PROBLEM."

4. For each barrier, identify capabilities which you perceive the program possessing which could be mobilized to overcome the barrier and lead the program closer to the ideal noted in column 2.

(Capabilities may be: available information, systems, people, financial resources, skills, etc.) NOTE THESE CAPABILITIES IN COLUMN 4 OF THE ANALYSIS INSTRUMENT.

5. Review the information which you have developed on the Analysis Instrument and identify those problems which are critical to program development in that they are:

   A. Pivitol problems which one or more other problems seem to be dependent on, or even caused by, or

   B. Impactable problems for which the resources appear relatively available, but not yet identified and mobilized.

ORGANIZATIONAL ANALYSIS INSTRUMENT

CURRENT CONDITONS	IDEAL CONDITIONS	BARRIERS	RESOURCES	CRITICAL PROBLEMS
COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Board is not well organized, lack of attendance at Board meetings.	An active Board, with working committees, a yearly Board plan.	Some Board members don't seem to interested - lack of time.	Other boards in this community. There are some hardworking Board members.	Board role, structure, and function is unclear - leads to problems with Board/ staff relationship.
Lack of agreement on the Ridge direction - no planning.	Board, staff, & community would all agree on the purpose and funtion of the Ridge. A yearly plan that was followed.	Some value differences between Board and staff re: Program.	YDB TA could provide a values clarification workshop.	Values and purpose of Ridge is unclear. There is no formal planning process which would clarify this.
Staff are not fully committed to solving problems.	Staff would see their work as more than a job, would be involved with all aspects of the Ridge.	Staff interested in doing either counseling or com. work. None interested in management.	Provide more training to staff about the agency & what is required.	There is poor orientation for staff - unclear job descriptions and little staff input into decsions.
Lack of other community projects/community involvement.	Fully functioning outreach program and a way to develop new programs (recreation).	Lack of money. Lack of interest in some staff.	The outreach program and some Board members are interested.	Because there is no planning for community involment, it "falls between the cracks."
Ridge is not well funded.	Ridge would have diversified funding sources - more support from this community.	Time - we can't write enough grants.	A couple of people on the Board are experienced grant writers.	Because there is no planning, there is no plan or method to diversify funds.

--STOP--

YOUR INTERVENTION TEAM WILL NOW BE ASKED TO REFLECT UPON THE ORGANIZATIONAL ANALYSIS WHICH YOU HAVE JUST COMPLETED.

TURN TO THE NEXT PAGE

LEADERSHIP PROCESS

CLARIFYING LEADERSHIP VALUES AND BIASES IN ORGANIZATIONAL ANALYSIS

1. READ THE STATEMENT BELOW WHICH DESCRIBES COMMON BIASES IN THE ORGANIZATIONAL ANALYSIS PERFORMED BY LEADERS WITHIN AN ORGANIZATION:

Factors affecting ones judgements when performing an organizational analysis are:

a. inadvertant data collection errors which are not discovered and which are considered at face value in the process of analysis,

b. lack of a clear understanding and/or acceptance of an analytical approach; this can derive from confusion and/or a lack of knowledge regarding rational problem solving skills;

c. unstated assumptions and values serving as the basis for analytic judgements and interpretatations,

d. insufficient resources (time, people) to complete a careful examination of all available data coupled with a willingness to complete the analysis in spite of this shortage, and

e. defensive investment in one or more aspects of the organizational situation being scrutinized.

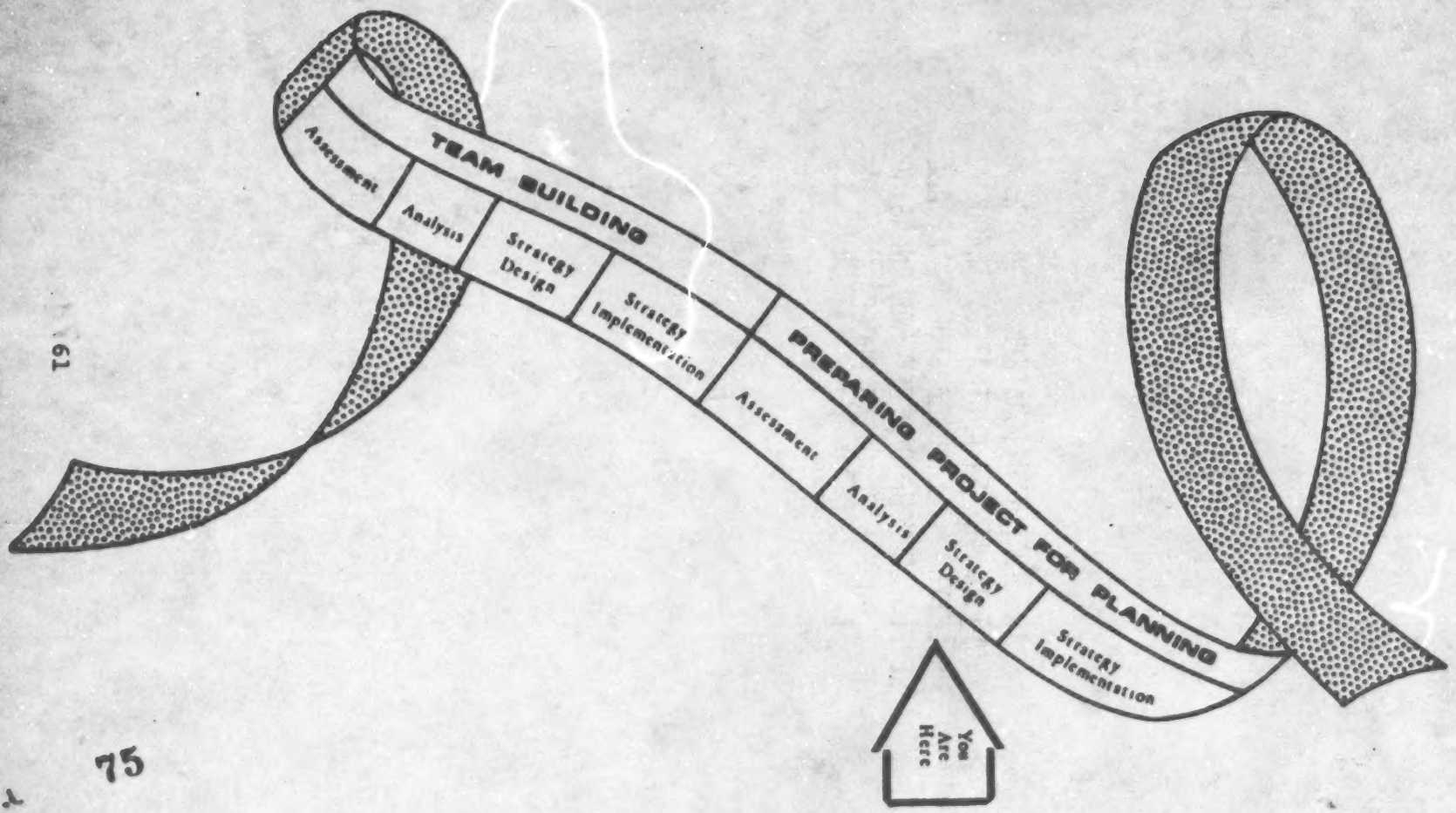
2. RE-READ THE STATEMENTS YOU HAVE MADE ON YOUR ORGANIZATIONAL ANALYSIS. NOTE HOW AND WHERE YOUR OWN BIASES AFFECTED YOUR "FINDINGS."

3. AFTER CONSIDERING THE EFFECT OF BIAS ON YOUR ANALYSIS, MAKE THOSE REVISIONS IN YOUR ANALYSIS WHICH YOU THINK MINIMIZE THE UNDESIRED EFFECT OF THESE BIASES.

--STOP--

AS THE INTERVENTION TEAM, YOU ARE ABOUT TO DESIGN A STRATEGY THROUGH WHICH YOU WILL BUILD SUPPORT AT ALL LEVELS OF YOUR PROJECT FOR ENGAGING IN A FORMAL PLANNING PROCESS.

TURN TO THE NEXT PAGE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Initiation Phase/Preparing a Project for Planning- Step III: Strategy Design

The key steps in designing an organizational intervention strategy are:

- -Identify the organizational development (OD) intervention strategy OBJECTIVE:
- -Identify INDIVIDUALS and GROUPS centrally affected by the overall OD approach;
- -Identify the principal ISSUES and CONCERNS influencing the likely response of these individuals/groups to the overall OD approach;
- -Identify formal and informal INFLUENCE RELATIONSHIPS within the organization;
- -Identify ACTIONS needed to develop effective consensus in support of the overall OD approach; and
- -Review "REALITY" factors and select PRIORITY ACTIONS considering effectiveness vs efficiency in consensus development.

Designing strategies for implementation of the OD approach presented in this Workbook is the process of identifying steps to engage key groups/individuals in a rational program planning. Essentially, this strategy design aims at the creation of a plan for building consensus. The strategy can be designed by an individual who has the objective of creating a change team, or by such a team with the aim of obtaining investment and support throughout their organization for a Organizational Development Planning process.

STRATEGY DESIGN

FORMAT AND INSTRUCTIONS

1. WHAT STAGE OF THE OVERALL OD APPROACH ARE YOU IMPLEMENTING? (CHECK ONE)

____INTERVENTION TEAM DEVELOPMENT	____OD PLANNING(INCLUDING PLAN IMPLEMENTATION)
____PREPARING PROJECT FOR FORMAL OD PLANNING	____EVALUATION OF THE OD PLAN

2. WHAT IS THE OBJECTIVE YOU INTEND TO ACCOMPLISH THROUGH THE IMPLEMENTATION OF THIS STRATEGY?

_____

_____

_____

3. WHAT GROUPS AND INDIVIDUALS ARE LIKELY TO PLAY CENTRAL ROLES IN THE OVERALL OD APPROACH?

Consider those which might be involved in implementing some part of the approach and those who might be directly affected by the Organizational Development process to be implemented in your project. Consider both groups which are formally related to organizational development in your organization and groups which are informally involved in organizational development processes. For each group, identify key individuals. Identify key individuals not involved in any group.

LIST THESE GROUPS (BY ORGANIZATIONAL ROLE/TITLE) AND INDIVIDUALS (BY NAME AND ORGANIZATIONAL ROLE) ON THE FOLLOWING PAGE (COLUMN 1 - 3).

4. FOR EACH OF THE INDIVIDUALS LISTED, CONSIDER TWO THINGS: FIRST, STATE WHAT THE MAJOR DETERMINANTS ARE FOR HIS/HER LIKELY RESPONSE TO THE OVERALL OD APPROACH. CONSIDER BOTH THOSE FACTOR WHICH COULD RESULT IN A POSITIVE REACTION OR A NEGATIVE REACTION (COLUMN 4). SECOND, STATE THE AVENUES (RELATIONSHIPS) OF INFLUENCE AVAILABLE TO YOU FOR BUILDING INTEREST AND SUPPORT OF THE OD APPROACH IN EACH OF THE INDIVIDUALS. CONSIDER THOSE RELATIONSHIPS YOU HAVE NOW AND THOSE YOU MIGHT DEVELOP AS PART OF YOUR STRATEGY (COLUMN 4).

5. AT THIS POINT, IDENTIFY THE INDIVIDUAL(S) THAT YOU SEE MAKING UP THE INTERVENTION TEAM IN THE BOX PROVIDED. LIST THE MEMBERS OF THIS PROPOSED TEAM.

6. WHAT ARE YOUR PROPOSES ACTION STEPS TO BUILD THE INTERVENTION TEAM? LIST YOUR BRAINSTORMED ACTION STEPS NEXT TO THE NAMES OF THE INDIVIDUALS YOU ARE CONSIDERING APPROACHING TO BE MEMBERS (COLUMN 5).

7. IN COLUMN 6, "SCORE" EACH ACTION IN TERMS OF HOW EFFECTIVE YOU JUDGE IT MIGHT BE IN BUILDING CONSENSUS. CIRCLE THE NUMBER SCORE FROM 5 POINTS (LIKELY TO BE HELPFUL IN REACHING YOUR OBJECTIVE) TO 1 POINT (LIKELY TO BE ONLY SLIGHTLY HELPFUL, IF AT ALL IN REACHING YOUR OBJECTIVE).

8. NOW CONSIDER THE MAJOR EXTERNAL LIMITATIONS PLACED UPON YOUR STRATEGY. ANSWER THE FOLLOWING QUESTIONS:

   A. TIME: I HAVE ___ WEEKS TO IMPLEMENT THIS STRATEGY.
   B. PEOPLE: THERE ARE ___ PEOPLE PRESENTLY COMMITTED TO ACCOMPLISHING THIS OBJECTIVE AND WILLING TO AID IN IMPLEMENTING THE STEPS REQUIRED TO DO SO.

CONTINUED

c. OTHER LIMITATIONS/RESOURCES:

9. REVIEW EACH ACTION STEP WHICH YOU HAVE SCORED 5, 4, OR 3 POINTS IN LIKELY EFFECTIVENESS. FOR EACH, CONSIDER YOUR ABILITY TO IMPLEMENT IT WITHIN THE LIMITATIONS AND RESOURCES LISTED ABOVE. RANK THESE ACTION STEPS BY ASKING YOURSELF THE FOLLOWING QUESTION:

"WHICH OF THESE ACTIONS WILL MOVE THIS STRATEGY THE FURTHEST TOWARD ACCOMPLISHMENT WITHIN THE LIMITS OF TIME, PERSONNEL, AND RESOURCES AVAILABLE"?

WRITE THE RANK ORDER (ABCDE) FOR EACH ACTION CONSIDERED ON COLUMN 7. NOTE THAT EACH ACTION WHICH RECEIVED A SCORE OF THREE OR BETTER IN TERMS OF LIKELY EFFECTIVENESS AND WHICH YOU JUDGED AS FEASIBLE WITHIN YOUR RESOURCE LIMITATION, SHOULD BE RANKED.

STRATEGY DESIGN
KEY INDIVIDUALS AND GROUPS (DEVELOPED BY THE INTERVENTION TEAM)

GROUPS (ROLES)	INDIVIDUALS (NAME ROLES)		MOTIVATIONAL FACTORS	RELATIONSHIP
BOARD	Rita Board-Chair	Board Chair	Historical commitment/ownership of project - been on Board since inception.	Good relationship with Anne and Larry.
	Francis Family-Counselor	Board Member	Wants to improve clinical aspects of program.	Good relationship with David.
	Larry Lawyer	Board Member	New Board member - into rational planning.	Good relationship with David and Rita.
STAFF	David Director	Executive Director	Frustrated. Burnt out. Wants help.	Good relationship with Larry and Connie.
	Anne Assistant-Director	Assistant Director	Wants Ridge more involved in program and community planning	Good relationship with Rita and Oscar.
	Oscar Outreach	Outreach Staff	Wants organizational support for work in community.	Good relationship with Anne.
	Connie Counselor	Counselor	Wants to insure staff input into program changes.	Good relationship with Francis.

PREPARING THE PROJECT FOR PLANNING

STRATEGY DESIGN

KEY INDIVIDUALS AND GROUPS (CONTINUED) (DEVELOPED BY THE INTERVENTION TEAM)

POTENTIAL ACTION STEPS	LIKELY EFFECTIVENESS	FINAL RANKINGS
COLUMN 5	MOST COLUMN 6 LEAST 5 4 3 2 1	COLUMN 7
1. *Present Intervention Team assessment to Board and staff to generate interest and get new members on planning team.*	(5) 4 3 2 1	C
2. *Rita will get Board to make a motion which sanctions expanded planning team to develop a formal organizational development plan.*	(5) 4 3 2 1	A
3. *Expanded planning team will meet and, and using the Aurora format, will develop a "new" or expanded assessment and analysis prior to planning.*	(5) 4 3 2 1	B

Individuals to be added to the planning team: *Francis Family Counselor, Larry Lawyer, Oscar Outreach, and Connie Counselor.*

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--STOP--

AFTER CONSIDERING THE CHECKLIST ON THE FOLLOWING PAGE, REVISE (IF NECESSARY) THE STRATEGY YOUR TEAM HAS JUST DESIGNED.

TURN TO THE NEXT PAGE

CHECKLIST OF TYPICAL "ERRORS" IN STRATEGY DESIGN FOR PREPARING THE PROJECT TO ENGAGE IN FORMAL O.D. PLANNING

ERRORS	SOURCE OF ERRORS
The practitioner will often:	
At too early a stage committ him/her self publicly not only to the general objective of the change, but also to details (thus reducing the possibility of arousing feelings of participation and free choice).	Lack of systematic prior planning. Underestimate of changee's want for participation. Disregard of possibilities for reducing restraining forces. Wish to enhance own status. Organizational pressures for quick and positive action.
Proceed too quickly to formal activities without sufficient attention to the need for informal data gathering. Neglect possibilities of utilizing informal processes of influence.	Overemphasis on formal structure. Stereotyped picture of changee's motives and perceptions. Exaggeration of ease with which distorted perceptions can be corrected. Insufficient recognition of the role of conformity pressures. Wish to enhance own status. Organizational pressures for quick and positive action.

Tend to give active roles to early supporters, without testing their status in the changee community and the possibility that they may arouse antagonism among influential changees.	Insufficient recognition of informal social influence structure. Insufficient recognition of the role of personal sympathies and antipathies. Wish to enhance own status. Organizational pressure for immediate results.
Use a standard set of rational arguments in all persuasive attempts.	Stereotyped view of changee's motives and perceptions. Belief in commonality of perception. Insufficient recognition of role of irrelevant motives. Overemphasis of formal structure.
Fail to ensure that potentially disruptive minority groups are reached.	Emphasis on social categories rather than on independent groups. Insufficient recognition of the wishes for participation. Insufficient recognition of group forces acting on influentials. Lack of appreciation for the importance of reducing restraining forces. Wish to enhance own status.

NOW GO BACK TO YOUR STRATEGY DESIGN AND CORRECT ANY ERRORS WHICH YOU MIGHT HAVE MADE.

—STOP—

YOUR TEAM HAS COMPLETED DESIGNING ITS STRATEGY.

NOW, USING THE INSTRUMENT ON THE FOLLOWING PAGE, ASSESS HOW WELL YOUR INTERVENTION TEAM HAS PERFORMED AS A GROUP.

EACH TEAM MEMBER SHOULD COMPLETE THIS FORM INDIVIDUALLY PRIOR TO A GROUP DISCUSSION.

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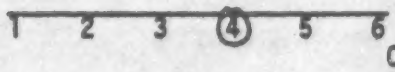
TEAM EFFECTIVENESS ASSESSMENT INSTRUMENT

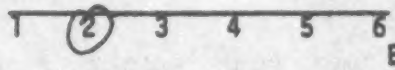
A. Work Goals



Confused; diverse; disagreement

Clear to all, shared by all, all care about the goals.

B. Involvement and Commitment



Indifference or lack of commitment; some try to pass the buck to others

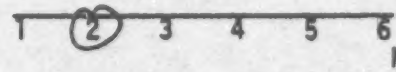
Everyone cares about getting the work done well, each tries to do her best.

C. Division of Duties and Responsibilities

There is no accepted division of duties, responsibility, and work, or people do not perform according to it, or adhere to it rigidly.

There is an accepted division of duties, responsibility and work; all perform with flexibility as need arises.

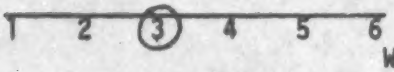
D. Trust



Members distrust one another, are careful, closed, guarded, afraid to criticize or be criticized.

Members trust one another, are not afraid to say what they feel, can freely express negative reactions without fearing reprisal.

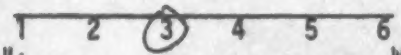
E. Problem Solving



Problems are not acknowledged and faced, problems are ignored or covered up.

When a problem arises, it is acknowledged and discussed in a sincere attempt to solve it.

F. Discussing Problems



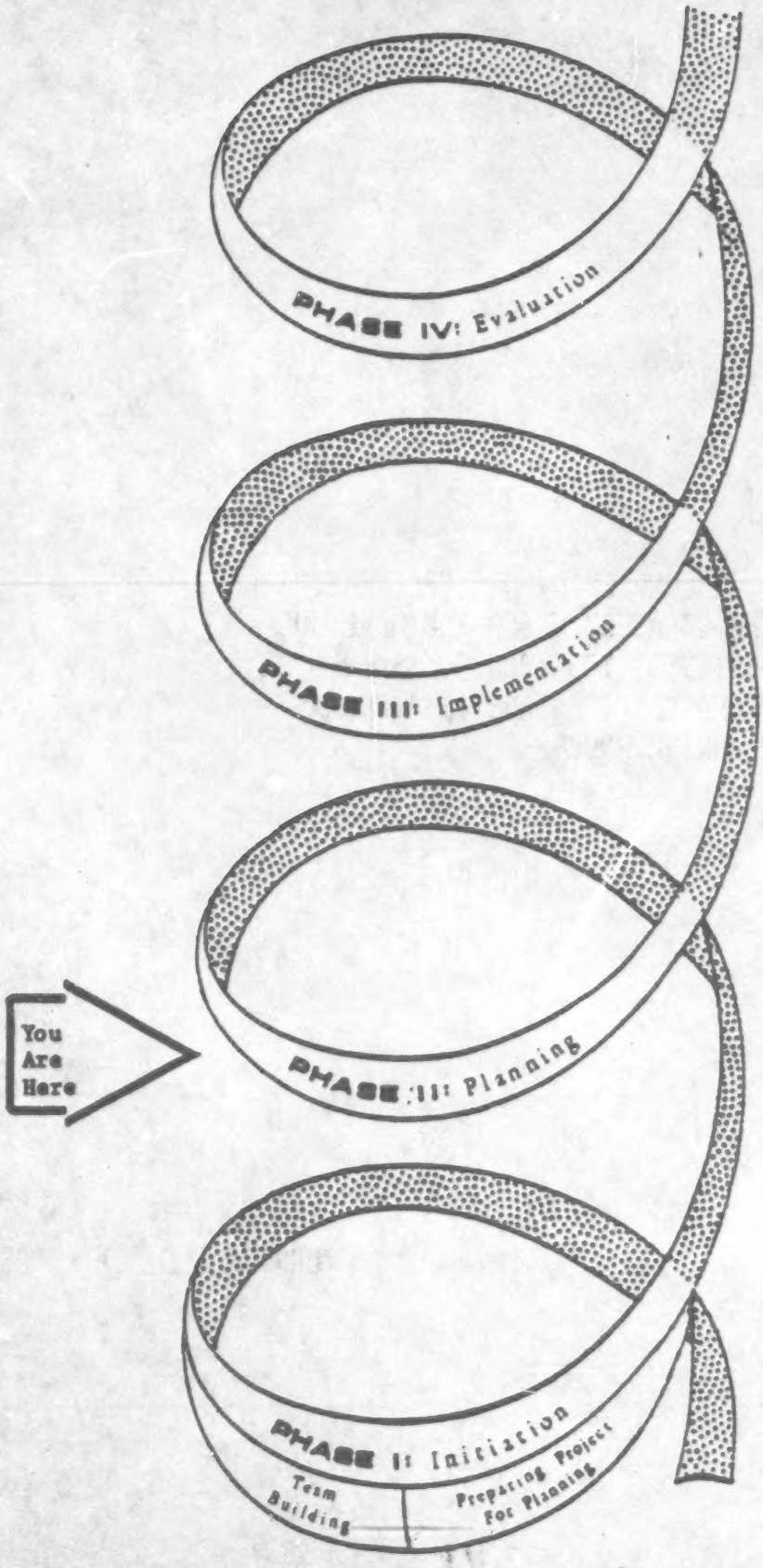
Members try to "win"; do not value others' opinions, dissenters are overruled or ignored.

When discussing problems, people try to understand one another's viewpoints; dissenters and differences are appreciated and used to improve decision.

--STOP--

UPON COMPLETION OF IMPLEMENTING THE STRATEGY WHICH YOU HAVE JUST DESIGNED, YOUR PROJECT SHOULD BE PREPARED TO ENGAGE IN A FORMAL PLANNING PROCESS.

TURN TO THE NEXT PAGE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PHASE II: Planning
PHASE I: Initiation
Team Building
Preparing Project For Planning

INTRODUCTION TO PHASE II: PLANNING

This phase is the development of a project plan for organizational development. The purpose of this phase is to develop a written plan based on a careful assessment and analysis of project and community data. The written plan should include goals, objectives, activities, schedules and resources. Additionally, before the written plan is finalized, a review of the plan for potential effectiveness and feasibility is in order. Following the review, a method for evaluation of the results of the plan will assist the project in "knowing if they got there."

Another aspect of this phase which is critical to a successful plan is process by which the plan was developed. For example:

-Do all members of the organization have access to the written plan?

-Is there a mechanism to track progress of the plan and make adjustments as necessary?

-Are all members of the organization kept up-to-date on the progress of the plan?

The remainder of this section of PHASE II: Planning is a compilation of materials on planning. We realize that there is a wide diversity of planning processes within the YDB grantee system and do not prescribe a specific one here. We have, however, excerpted some material concerning planning from Educational Systems Corporation's "Operations Manual for YDB Grantees." These materials had been compiled for the purpose of assisting projects in meeting YDB's Program Performance Standard #12 which relates to on-going planning. Additionally, at the end of this section, there is a format for an Intervention Plan. It is recommended that you use this format, as it will be used in evaluating your O.D. process. (In PHASE IV of this manual.)

STANDARD #12: ONGOING PROJECT PLANNING

"THE PROJECT SHALL DEVELOP A WRITTEN PLAN AT LEAST ANNUALLY."

OVERVIEW

There are four criteria which comprise this Standard.
They are:

a. At least annually, the project shall review both the crisis counseling, temporary shelter and aftercare needs of youth in the area served by the project and the existing services which are available to meet these needs;

b. The project shall conduct an ongoing evaluation of the impact of its services on the youth and families it serves;

c. At least annually, the project shall review and revise, as appropriate, its goals, objectives and activities based upon the data generated through both the review of youth needs and existing services and the follow-up evaluations; and,

d. The project's planning process shall be open to all paid and volunteer staff, youth, and members of the Board of Directors and/or Advisory Body.

In order to demonstrate conformance with this Standard, the project must be able to document that it conducts an annual review of youth needs and existing services, has an ongoing evaluation system which includes collecting follow-up feedback information from clients; conducts an annual review of project goals, objectives and activities; and, operates a planning process that is open to staff, youth and Board and/or Advisory Body members. Each of these aspects is discussed separately, with suggested documentation approaches, in this Overview section; however, it is important to discuss the general purposes of planning.

Planning as a Tool for Managers

Managers use planning to give structure to a project and to increase its effectiveness. It is actually very simple, but some social service workers tend to view planning as being something difficult and almost mystical. Why? Basically because planning can

highlight contradictions in a project's values and purpose. On the one hand, the project's values and purpose may speak to being continually responsive to client needs - in other words to responding to a reality created outside of the project. On the other hand, part of the values and purpose of many projects deal with advocating for and creating the conditions that will effect designed social change. Therefore, each project needs to balance the crisis mind-set with a more forward-looking or proactive posture. Because client crises are always the more immediate reality for many projects, efforts at proactive planning are often put on the "back burner" or, sometimes, service provision and planning are not even viewed as being interconnected. In other words, staff aren't trained to see how their project's planning efforts can positively affect the young people they serve, either on a crisis or on a longer-term basis. How does one begin to gain this balance between being responsive to immediate client needs and yet also fostering needed change?

The first step in using planning as an effective tool is to translate to others on the staff what planning is and why it is important. Planning, at its most basic level is a thought process. It is also common sense. Planning ideas relates together in an overall structure so that ideas are ordered in a way that they can be implemented easily. Effective planning focuses on a course of action which is meaningful, realistic and results-oriented. Planning must also take into account the external factors (social, political and economic) and identify the potential impact of the external factors on the desired outcome.

All staff often ask, "What will planning do for our project?" when attending a planning session. The planning process serves as the foundation upon which all of the project's activities are based. It helps to provide an organizational focus. It should result in answers as to what, where, why, when and how actions are to be taken, and who will conduct the actions for whom. If these questions are answered in the course of a planning process, it lessens the potential for disagreement on organizational focus. The planning process also sanction a course of action and provides assurance that this course has a reasonable opportunity for success. The plan that is developed can serve as a basis for monitoring or determining achievements and, therefore, as a basis for strengthening internal accountability. Since a well-developed plan lists the results that are desired as well as assigning responsibilities

to staff for their implementation, it provides all staff with a clear picture of how their specific work activities relate to the organization as a whole.

It should also be noted here that the planning process is not viewed as an end in itself but, rather, as a part of the total management cycle. Planning is the step of identifying and choosing a course of action; monitoring is the step of assessing the performance of the course of action on a planned versus actual basis; and, evaluation is the step of determining the impact of the selected course of action. Once the project has evaluated the success of the course of its action, the next step is to go back full circle to planning. And so it goes. . . Okay, now that you are sold on how planning helps, the following will describe how to meet the criteria and indicators of the planning Standard.

HOW TO MEET THE CRITERIA

Review of Youth Needs and Existing Services

This criterion calls for an annual review of both the crisis counseling, temporary shelter and aftercare needs of youth in the area served by the project and of the existing services which are available to meet these needs. This is essentially the first step in the planning process, and is often called the needs or problem identification phase.

This criterion presupposes that the project has conducted or has access to youth needs assessment data. Most projects utilize data collected by other public or private agencies in their communities and augment these data with information collected by the project from referral agencys, clients, and internal or external evaluations. (See Model #1, "Family Connection Planning Process" and Tool #1, "Notes on Planning"). Generally, these data include the size of the youth population, the number of youth involved with public (probation, welfare, courts, county mental health) and private agencies, the types of services available to youth, and feedback information from youth and from youth-serving agencies on the additional types of services needed in order to address identified community needs.

The next step in the planning process is to review and analyze the youth needs and the existing services, to identify and prioritize the gaps in these services, and to decide what services the project can realistically provide based upon these needs. These decisions form the basis for determining the impact of the program.

To document that this Standard has been met, many projects include an analysis of youth needs and existing services in their annual grant applications. Some projects present this information at the annual meeting of their Board of Directors. Other projects review this information at the beginning of each planning session. Supplemental and optional documentation can include a written needs assessment analysis, minutes of meetings which report that the needs analysis information was reviewed and a discussion in the written annual project plan concerning how the needs assessment information was used in developing the project's goals, objectives and activities.

Ongoing Evaluation of The Impact of Project Services

This criterion will be met if the project collects and analyzes follow-up data from the youth and his/her parent(s) or legal guardian. This data provides part of the information required for the evaluation step of the planning process and also continuously provides information for the needs assessment phase. (See Tool #4, "Sample Client Follow-up Survey"). The documentation required under this criterion is the existence of a follow-up system (questionnaires and procedures).

It is important to note that, to be effective, impact evaluation data must be directly tied to the project's goals. For example, to recieve monies from YDB, programs must agree to subscribe to the goal of encouraging the reunification of youth and their families if this is determined to be in the youth's best interests. How does a project know if it has had impact in this area? Follow-up data collected from the client and her/his family will indicate if the family has been reunited. A larger issue is how a project measures its overall impact in the community. The first step is to clearly define what the desired impact is and then decide how to measure its attainment. (Tool #3 "Evaluation Decisions", is an example of such an evaluation design process.)

The Annual Project Plan

The third criterion is met if the project has a written annual plan which reflects revisions, as necessary, in the project's goals, objectives and activities based upon the data generated through both the review of youth needs and existing services and the follow-up evaluation.

This indicator focuses on an essential element of the planning process: Is the plan developed through a process which is viewed as "real" and valued by the project, or is the plan developed merely to respond to a YDB requirement? Technically, a project has developed an annual plan when it submits its grant application to YDB. By requiring the periodic review of the plan and how it correlates with the data generated through program reviews, this indicator ensures that a project uses the plan rather than developing it only once a year to meet YDB or Board requirements. In order to document that the annual plan does reflect any necessary revisions based upon youth needs and existing services, as well as follow-up evaluation, the project must have a fairly effective planning process. Documentation that planning, in fact, happens based on client needs and evaluation data could be reflected in the plan itself. Many projects prepare annual reports for the annual Board of Directors meeting and for their funding sources. Included in this report is a review of the past year's accomplishments based upon their plan, including descriptions of how the project's goals, objectives and activities were met and reporting the evaluation findings. Generally, a section on future plans is also included. Some projects, especially if an annual report is required for the annual Board of Directors meeting, also present the final version of the next year's paln for approval at this meeting. (Note - This does NOT mean that the Board has been excluded from the planning process but, rather, were active participants and the annual Board meeting is to formally sanction this plan.)

While there are other methods to document that this indicator has been met (e.g., minutes of meetings, project newsletters or even a grant application) the annual report, which describes how and why the revisions were made, is the most effective, and the report then becomes part of the project's "history bank" of information. Being able to provide documentation that the project is aware of and is responding to youth and community needs, and that it is actively planning and creating services to meet these needs, is essential.

The Open Planning Process

The fourth criterion is met through written documentation which demonstrates that the project's planning process is open to all paid and volunteer staff, youth and members of the Board of Director and/or the Advisory Body.

This criterion is based on the assumption that if the planning process is open, it

will result in the members clearly understanding and articulating organizational values and purpose. This enables the project to develop a course of action or a plan which provides a sanctioned focus or direction under which all members are held accountable and understand how their specific tasks relate to the organization as a whole.

Basic human behavior theory (and practice) indicates that people are more committed and willing to follow through on tasks that they understand and helped to create. Also, requiring the input of clients and former clients into the planning process ensures that their perspective is taken into consideration too. The most beneficial aspect of the open planning process, however, is that all members will accept more responsibility for the organization as a whole and for its functioning. This type of environment increases the level of trust/support as well as the personal enthusiasm and satisfaction of the members. It increases the ability to confront organizational problems as well as creating the climate to solve them with greater frequency.

An open planning process does <u>not</u> imply that all of the paid and volunteer staff, youth and Board and/or Advisory Body members must participate in each planning session. Rather, it means that as plans are developed they are shared with members who have an opportunity to provide feedback. In other words, the <u>process</u> for planning is as important as the content of the plan. The most technically well-developed plan means nothing if it is placed in the director's files and the other members do not know of its existence. Again, planning is a tool to be used to provide sanctioned direction to a project.

Documentation for this indicator may include notices of meetings, written correspondence, minutes of meetings or other documents which indicate that the planning was open to all members. Some projects include a planning function in all its members' job descriptions, and it is expected that all members regularly participate in some form of planning.

ISSUES IN PLANNING

Many projects say that they don't have the time to plan. Whether a project has a written plan or not, however, staff are in a constant process of planning. It is called common sense. The problem with <u>not</u> having a sanctioned written plan, is that individual staff plan and operate in a vacuum and direction is dissipated.

Without a cohesive, unified direction for staff to move, time and energy is wasted. Basically, the project must make a commitment to planning and use it as a tool to strengthen the project. Many projects, which at first thought planning was a waste of time, now state that planning is a basis of all their activities. Each project must develop its own planning style and processes which make sense for the project.

Some projects, for example, hold twice yearly planning retreats for staff, youth and Board members. The purpose of these retreats is to review past accomplishments and develop plans for a specific time period in the future. These structured retreats, generally held on a weekend, are a time for all members to come together to celebrate the accomplishments of the past and to create the future of the project. The process of this type of planning style is as important as the content that is developed.

Other projects, because of staff size or personal perference, develop committees composed of staff, youth and Board members to develop the initial paln and then solicit input from other members through plan review meetings. In other cases, the director develops the draft plan, and presents it to the Board, staff and youth representatives for input and approval.

Some projects plan on a six-month basis, while other projects develop one, three and five year plans. Sometimes the planning process is very formal, following a management-by-objectives process. Other projects have more informal planning processes under which issues are prioritized as to their immediate importance and activities are agreed upon.

Regardless of the type of style of the planning process, it is important that the values and purpose of the project are discussed and agreed upon. The plan that is developed must be written and <u>used</u> as a basis to monitor progress. The planning process is a tool, and the more that it is used the better and more appropriate the results will be.

Model #1

"Family Connection's Planning Process"

Family Connection
Anchorage, Alaska

At least annually it is critical that staff (including volunteers) sit down for 2 or 3 day and map out the year's goals and objectives for Family Connection. There are many reasons why this process is important of the program in general and the staff in particular:

- This time gives staff an opportunity to reassess direction and progress by drawing on their impressions of the types and quality of services provided during the past year.
- At this time the program draws on information it has received through referral agency evaluations, client evaluations, quarterly staff evaluations, and any needs assessments that the program has conducted.
- The process delineates clearly the expected roles and responsibilities of each staff member for the next year.
- Most importantly, the process gives staff a chance to renew values with each other and with the program.

Community Needs

The process begins with staff collating and then distilling information about the program services. Such information is contained in referral agency evaluations, client evaluations, any internal or external evaluations, quarterly program assessments, and needs assessments conducted by the progrm or by others for youth and family service needs in Anchorage.

Purpose Statement

The distillation of this information is checked against the agency's purpose statement which can be reaffirmed or modified at this time by the group. The vision or purpose statement answers the questions of who we are, why we are here, what we have to contribute. It defines broad boundaries and goes on forever (is timeless.)

Goals

The next step is to take this distilled information again and brainstorm 1, 2 & 5 year goals. Goals are what we intend to do during the next year, next 2 and 5 years.

Goals relate more specifically to how the agency will carry out it's vision in relation to community needs that have been assessed. Since staff has set 2 and 5 year goals during previous years, it is important to check back on those prior articulated goal statements.

The goal setting process must also take into account any goals given the program by its funding source(s). For instance, one of our sources, the Office of Youth Development, has 4 primary goals mandated by Congress in the Runaway Youth Act. Our program must adhere to those goals as long as we accept money from them.

Because time and resources are limited, staff must prioritize goals.

The goals must be commonly agreed to by all staff and must be clear to everyone. If they are unclear, the staff roles needed to accomplish these goals will also be unclear. Additionally, if staff do not agree with the agency's goals, they may consciously or unconsciously try to sabotage the achievement of the goals.

Objectives

After there is agreement and clarity around the goals, staff must then articulate measurable objectives under each goal. These objectives are time-limited and spell out a particular task in measurable terms. Again, the objectives must relate to fulfillment of the goals and vision. The measurability of the objectives allows staff to internally monitor throughout the year whether the agency as a whole is meeting its goals.

Activities

In order to achieve the objectives, certain activities must be carried out throughout the year or during a specific block of time. This last step allows all staff to brainstorm activities that are necessary for each part of the agency to function. Although an objective may only relate to one part of the program, every staff member helps put the pieces together for that section.

When listing activities, it is also important to list the beginning dates and the ending dates for each activity, who is primarily responsible for seeing that that activity is done, and what additional resources can be used or are needed. An activity chart looks like this:

Objective statement:

Activities:	Begin date	End date	Who is resp.	Who else
1.				
2.				

Monitoring

This kind of chart which outlines the year's total activities can look overwhelming. However, the chart is primarily a tool for staff to learn from, and is not a deadline master. On a quarterly basis (October, January, April, and June), staff should take 2 hours and go over all of the objectives and the activities to see if they are still realistic in terms of tasks and dates. If some dates, for example, are unrealistic, then staff should establish new dates and discuss why the activity or objective is behind or ahead of schedule. Notes jotted next to the changed objective or activity should briefly explain the changes. The information on how and why changes were made will be increasingly important as the year progresses and will be very useful for the next year's planning process.

Tool #2

"A Training Design--From Goals to Action"

by Eva Schindler-Rainman

A. Assumptions Underlying this Approach

- Persons to be affected by plans and decisions should have a part in making these plans and decisions.
- Such involvement leads to an investment of interest, time, and responsibility on the part of the participants.
- This process requires the selection of realistic "do-able" goals.
- It is a way of working toward something rather than getting away from pain or problems.
- The phases of brainstorming stimulate creativity because of the non-judgmental, free atmosphere for getting ideas out.
- There are no preconceived ways to reach the goal.
- There is an emphasis on alternatives all the way through the process--alternative goals, and alternative action patterns.
- Since the work is done in a group there is much opportunity to build on each other's ideas.
- There is orderly movement from image of potentiality brainstorming, to goal selection, to diagnosing of forces that will help or hinder the reaching of the goal, to alternative actions on the strongest forces, to beginning start up actions steps.

B. Images of Potentiality

- In this process you take an imaginary leap 5 years, or 1 year, or 6 months etc. ahead and look at what is now happening that makes you pleased with the progress since 5 years, 1 year, or 6 months ago--you brainstorm and list all the images you see. You do this in the present tense.
- Example: "It is now June 30, 1981, you are floating in a helicopter above your department, district office, branch, service or office. As you look down at your area of work, you are pleased with the improved communication you see going on. Specifically what do you see?
  - "Easy access by employees to the boss"
  - "Productive, fun, short staff meetings"
  - "Clear understanding and use of program goals by most employees"
  - "More involvement in decision making"
  - etc.
- Rules for Brainstorming:
  - list all ideas
  - do not discuss
  - do not judge
  - repetition is o.k.
- After the group gets out ALL the possible images, the members look back at the list and choose the one that they feel is most important to achieve, and that they would like to work on. If the group is large (over 7 people) choose two

images and divide the group to do the work on both.

- Now translate the image into a goal on which you will work (e.g., "to involve more employees in decision making").

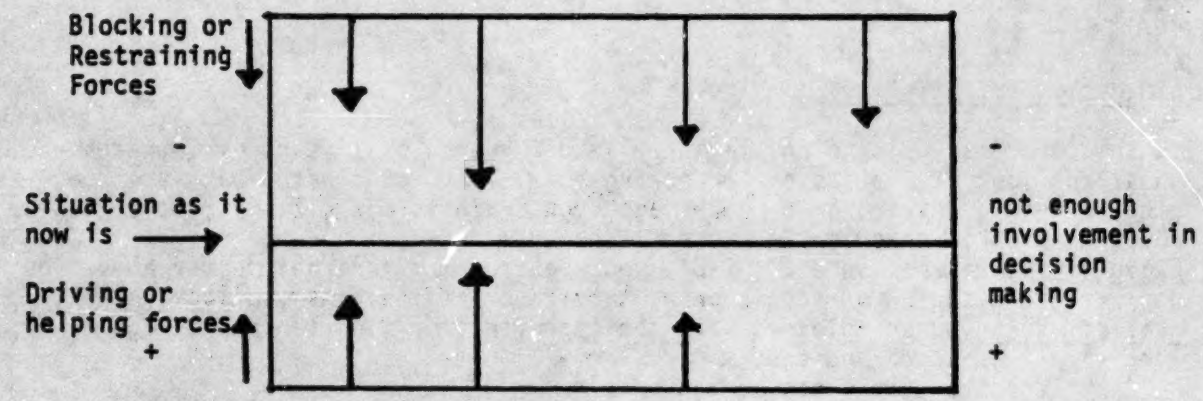
C. Force Field Analysis (an adaption from Dr. Kurt Lewin)

- Now discuss and list all the things - all the forces - that you know will help you reach the goal. These are things that are now in the picture (in the field) that will be driving (+) forces toward the goal.
- Then do the same for blocks or restraining forces (-).
- *Example: Goal: to involve more employees in decision making.

Helps +	Blocks -
1. Some supervisors want help in decision making	1. Little history of participatory decision making in the department
2. In our organization there is a trend toward participatory management	2. Many supervisors lack skill in involving employees
3. It has been successfully tried in some areas etc.	3. Some decisions need to be made immediately
	4. It takes time etc.

*also see Force Field in upcoming section

- When all the driving (+) and restraining (-) forces have been listed plot them on a force field. As you plot them you will need to decide on the strength of each force. How big or how important are the forces in relation to reaching or blocking your goal attainment?
- Example: (see section above) Goal: To involve more employees in decision making.



- After listing all the forces you can think of and plotting them on the force field these are your action choices:
  a. take the strongest negative force or forces that you can do something about, and brainstorm all the things you could do to diminish or demolish it or them
  b. strengthen the strongest positives--(again brainstorm all the ways to do this)
  c. Combine strong positives, if possible
  d. reverse a strong negative into a strong positive
  e. remove forces, if possible
- The best pay off usually is to diminish the strongest double negative force(s). So let us start there.

Brainstorm all the alternative actions you could take here.

D. Action Strategies

- Now look back over this list and select those actions that you can take to start your work to decrease the selected restraining force.
- You may wish to select one or several to begin on.
- On the selection of your beginning entry steps, answer very specifically these questions:
  a. besides us whom else do we need to work on this?
  b. where do we begin?
  c. how do we begin? (phone call, meeting, letter, etc.)
  d. who will do what to get us started?
- Example:
  a. the biggest restraining force selected is: "Lack of skill of supervisors in involving employees in decision making." (see C.)
  b. from the brainstorm list the choice is to set up a one year (twice a month meeting) training event to help supervisors learn these skills.
  c. First steps:
     (1) to involve some supervisors in the planning of the training.
     (2) we begin by asking 3 supervisors to join our group.
     (3) we ask them personally on Monday morning at the office.
     (4) a meeting date for all of us together with the Director of Training will be set for Wednesday afternoon.
     (5) different members of our group are willing to take responsibility for each of the above steps!

Hoorah! You are now on the way to action that will move you in the direction of the goal you selected!

--STOP--

THE FOLLOWING PAGES INCLUDE THE FORMAT FOR THE INTERVENTION PLAN. THIS FORMAT WILL ASSIST YOU IN ORGANIZING YOUR PLAN INFORMATION WHICH WILL AID YOU IN COMPLETING THE EVALUATION SECTION OF THIS WORKBOOK. (PHASE IV: EVALUATION.)

TURN TO THE NEXT PAGE

INSTRUCTIONS FOR INTERVENTION PLAN

I. As a result of an assessment of your project, list in priority order, the problems that your project faces (column 1).

II. Using as a base those priority problems identified above, what has your project determined to be the feasible interim or final solutions for each problem within the next twelve months? These solutions translate into your intervention objectives (column 2).

III. Identification of Activities.
Please identify the various activities which your program will engage in over the next five months to arrive at the desired solution to each problem. (column 3).

IV. Identification of Resources.
Please identify the various resources needed to accomplish each of the activities listed. (Resources should be identified for each activity in column 4).

V. Intervention Plan Review.
Please review the intervention plans as formulated in Table 1. Are there sufficient resources available to accomplish the activities which will lead to the resolution of the problems?

Problem 1: Yes No Problem 2: Yes No Problem 3: Yes No

If you have answered no to any of these please review your program plans and if necessary restate your objectives to make them more realistic.

If you have answered yes to all of the above, please go on to the next step.

The Ridge

INTERVENTION PLAN

Col. 1 PROBLEM	Col. 2 OBJECTIVE	Col. 3 ACTIVITIES	Col. 4A STAFF TIME	Col. 4B FINANCIAL RESOURCES	Col. 4C OTHER RESOURCES
Poor Board Functioning & Board/Staff Relationship.	*achieve full airing of views on Board role, structure, & Functions and Board-staff relations. *design development plan. *restructure Board.	1. Board workshop 2. staff workshop 3. Board-staff retreat possible Board-staff committee should come out of above process.	---- 1 day 1 day	---- ---- ----	Need a facilitator for each workshop
High staff turnover, low staff salaries, no organization-wide agreement on our direction.	*values, goals clarification. *Staff development plan. *explore new funding sources.	1. values clarification workshop 1. create planning group. 2. develop plan. 3. gain acceptance. 4. implement. will be accomplished through problem #3 plan.	2 days 1/2 day 3 days	---- ---- ---- ---- ----	Need a facilitator ---- ---- ---- ----
Low visibility in the community, little local funding support.	*plan community education and PR campaign.	1. develop committee. 2. plan campaign.	3 days	----	----

TABLE #1

VI. Evaluation.

IN THIS SECTION YOU WILL IDENTIFY THE CONDITIONS WHICH WILL SATISFY YOU THAT THE OBJECTIVES HAVE BEEN MET AND THE MECHANISMS FOR ASSESSING THE EXISTENCE OF THESE CONDITIONS.

A. WHAT SET OF CONDITIONS WOULD YOU LOOK FOR IN ORDER TO DETERMINE IF EACH OF THE OBJECTIVES HAVE BEEN ACHIEVED? THIS REPRESENTS YOUR EVALUATION STANDARD.

1. *Board will be functioning effectively; good Board-staff relations.*
2. *Increase staff morale; decrease burn-out; less bickering.*
3. *Increase community visibility to the Ridge.*

B. WHAT DATA WILL YOU LOOK AT TO DETERMINE WHETHER OR NOT THESE CONDITIONS DO EXIST AT THE END OF YOUR EVALUATION PERIOD?

1. *Board organization; existance of functioning committees; attendace; Board initiated projects or policies; Board-staff combined activities (e.g. committees, public speaking)*
2. *Decrease in turnover (or expected turnover); less sick-leave and overtime; greater participation in training events.*
3. *Number of public speaking engagements, articles, media spots, and number of clients increased*

C. HOW AND WHEN WILL YOU COLLECT EACH OF THE NECESSARY DATA REQUIRED?

1. *Monthly; subsequent to Board meeting; based on minutes of meeting and committee reports.*
2. *Feedback at weekly staff meetings; check hours at payroll; may use monthly staff morale feedback form.*
3. *Every six weeks - count number of PR events and number of phone and mail enquiries, number of requests for speaker or outreach worker.*

D. HOW WILL YOU ANALYZE THIS DATA?

1. *Examine change unstructive, attendance, number of special events, etc.*
2. *Compare progress month to month,*
3. *Compare numbers prior to, and subsequent to, PR campaign.*

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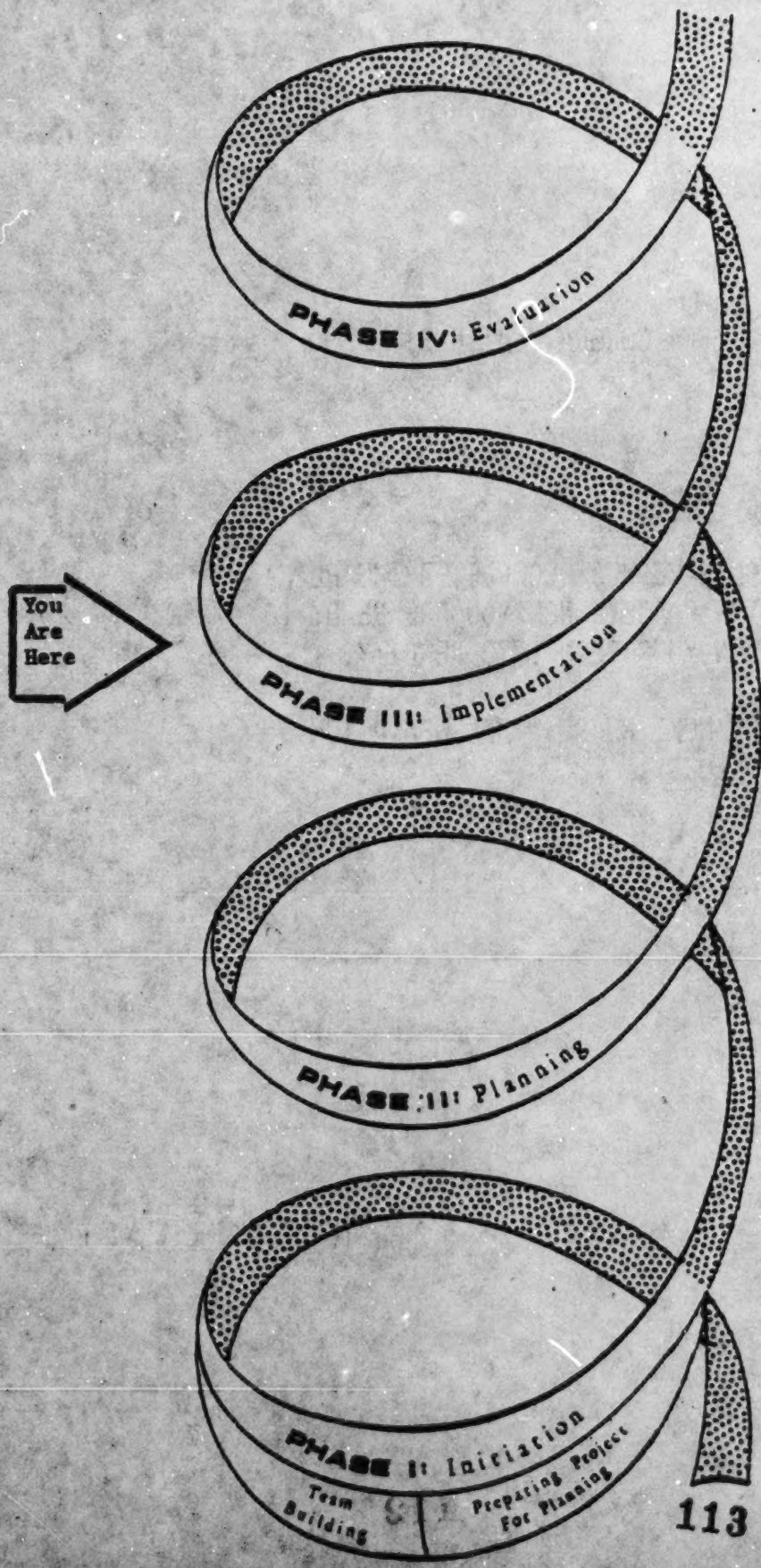
CONGRATULATIONS!

YOU HAVE JUST COMPLETED THE PLANNING PHASE. NOW YOU ARE READY TO TURN YOUR PLAN INTO REALITY.

THE NEXT PHASE, IMPLEMENTATION, FOLLOWS.

TURN TO THE NEXT PAGE


PHASE IV: Evaluation
You Are Here
PHASE III: Implementation
PHASE II: Planning
PHASE I: Initiation
Team Building
Preparing Project For Planning

INTRODUCTION TO PHASE III: IMPLEMENTATION

This phase, Implementation, is one where plan becomes reality. It is in the implementation phase where a number of unanticipated factors arise that can either help or hinder the successful follow-through of one plan.

While it is impossible to predict all factors that could arise, it is in this phase where the factors can be "managed." In other words, the helping factors can be maximized and the hindering factors can be minimized.

The remainder of this section includes a checklist of factors which may effect a change effort. The following is a list of categories of such factors that you may or may not have given consideration to. There is no expectation that all of these categories will be relevant in all situations, and, further, there is no assumption that this list of categories is exhaustive (hence the utilization of "other"). Additionally, designating categories does not imply that there is no connection or interaction between them. There is the expectation that the categorization will assist in the organizing and understanding of information regarding specific events in an organization engaged in planned change.

The Ridge's Implementation Report

1. To what extent was your project intervention plan carried out as designed? Describe any deviations from your plan.

The Board/Staff workshop did occur. As a result, the Board wanted to participate in the values and goals clarification workshop. So, the values and goals clarification workshop did include some board members and staff. Also, two of the board members of the Public Relations (P.R.) Committee attended the workshop in Media. Overall, all of the workshops went well but some problems occurred.

First, at the Board/Staff Workshop, while a lot of issues were aired, not a lot of solutions were developed. However, we did decide that we did need an overall process for solving problems and planning. The specific results included:

1. That the Board develop the following committees

   a) fundraising (to get money to increase staff salaries)

   b) public relations (to increase our visibility)

2. After the values and goals clarification workshop, that a Board/Staff planning committee be formed.

3. The Board also decided to recruit new Board members.

(*NOTE: After this workshop, David Director resigned because he thought that the Board was trying to take over the Project.)

Second, the values and goals clarification workshop went pretty well. Due to scheduling problems only three board members came. But we did decide to be more of a community focused agency rather than a "family service type" agency. We got started on developing a one year plan and the board/staff planning committee finished it. That is going pretty well, except for the staff development and training plan. Everyone is so busy with developing the project, we have not had time to do staff training.

Third, the P.R. Workshop went pretty well. Anne (now) acting director and two board members of the P.R. Committee went. They got some good ideas but nothing has been implemented.

2. What conditions exist that led you to answer the question relating to achievement or non-achievement of intervention objectives as you did? (See Resource Application page 55).

For objectives 1 and 2, we did do something. While other issues developed that we didn't anticipate, I think that we have come along way this year. The Board (who still needs improvement) is much more active. We have five new board members, which is good. The Board fundraising

Committee got a foundation grant for $10,000 which got salaries raised (but not much). The P.R. Committee hasn't done anything but staff are doing a lot of speaking engagements.

The most "successful" accomplishment has been that we did develop a plan and are following it. Also since David left, the "tone" has been different and staff are feeling pretty good about the project.

INSTRUCTIONS FOR USING THE CHECKLIST

1. As you implement your Intervention Plan, periodically review this list of factors.

   You may wish to schedule regular monthly review dates as part of your implementation process.

2. As you review the list, consider whether any of the factors listed are either "getting in the way" or are "moving you along" in implementing your Intervention Plan.

3. Modify your Intervention Plan to more effectively account for these helping or hindering forces. In many cases, you may not wish to modify the written plan, but you may wish to change the style, or focus, of your activities as you implement the Plan.

A CHECKLIST OF FACTORS
THAT MAY IMPACT AN O.D. SYSTEM

INTERNAL FACTORS - RELATED TO INDIVIDUALS

EXAMPLES

Factors	Helping	Hindering
Commitment (to the org., to others)	There is a prior agreement among all staff that org. growth is happening too rapidly and haphazardly and needed to be managed more effectively.	Staff are only committed to individual roles, not total organization.
Authority (formal, informal)	Those with formal authority are willing to delegate authority necessary to carry out specific jobs.	There is conflict between those individuals with authority positions.
Relationships (formal, informal, influence relationships)	Chair of the team is an informal leader in the org.	Intervention team members are not well respected by staff..
Values	Stated personal and organizational values are similar and evidenced in daily activities.	Personal values are in conflict with stated organizational values.
Attitudes toward change (resistance, openness)	Members of the org. view themselves as having control over the nature of the changes in the org. and are open to it.	Many individuals are resistant to change in the org. because they fear any change in their individual role (may be afraid of additional responsibility).
Perceptions of: the need for change and the potential for change	Many staff see change as occurring to such an extent that management by crisis is no longer acceptable. In addition, staff feel that the org. is open to their input.	Staff believe that change can never be effectively managed thus expending energy to develop a formal process is a waste and the current methods of managing are just as well as any other.
Individual needs (perception of potential rewards/ lossess)	Staff see that they will become more important to the org.	Those staff historically involved in planning fear a loss of status.

INTERNAL FACTORS - INDIVIDUALS (CONT.)

EXAMPLES

Factors	Helping	Hindering
Historical involvement in org.'s planning process.	Staff's input has always been sought after and utilized.	One or two staff who have never been involved in a planning process feel that they don't have the skills.
Perception of choice in participation in O.D.	Staff feel that the decision to undertake this process was their own.	Staff feel that they are being forced to expend energy in the process and resent it.
Willingness to work for change	Staff see the management change as responsibility of everyone.	Staff perceive the need for change but enjoy complaining rather than working on solutions.
Attitudes toward the organization	Staff view quality service delivery as a result of overall organization functioning.	Individuals view a direct dichotomy between service delivery and org. functioning.
Other		Faulty design of the change to be undertaken -- team didn't fully understand the critical problem and thus goals and objectives had little to do with what actually needed to happen.

A CHECKLIST OF FACTORS
THAT MAY IMPACT AN O.D. SYSTEM

INTERNAL FACTORS - RELATED TO THE ORGANIZATION

EXAMPLES

Factors	Helping	Hindering
Structure	Lines of authority are clearly drawn throughout the org.	Org.'s management is described in one way but actualized in another.
Roles and Responsibilities (definition, clarity)	Clearly defined job descriptions and mechanisms for accountability.	Stated roles (job descriptions) are different than what expectations exist and therefore leads to confusion.
Policies	Org. has written policy statements and a clear decision making process for the update of old and creation of new policies.	The process for making policy decisions is closed and/or confused.
Values	Org.'s stated values are reflected in policies and procedures.	There is no agreement as to the organizational values, philosophy.
Relationship to the community	The org. has relationships with the community which enable it to gather information about the community needs and resources.	The org. pays little attention to the needs in the community outside of the client population making any O.D. effort non-responsive to the community.
Resources	The org. consists of individuals with many different backgrounds -- various sets of skills, information and resources.	Due to lack of organizational clarity, team could not identify internal resources.
Channels of communications (formal, informal)	Channels of communication are so effective that all staff receive information at roughly the same time.	Key individuals are consistently circumvented in the transfer of information.

INTERNAL FACTORS - ORGANIZATION (CONT.)

EXAMPLES

Factors	Helping	Hindering
History (purpose, activities)	There is utilization of information of the org.'s history to add insight into current activities.	Organization has had no experience in handling the problem at hand and is immobilized by that fact.
History - the openness to change	Crisis in the past necessitated the use of a planning process which resulted in more than the resolution of that crisis.	Past attempts at formal planning have produced negative results (changes too big for the org. to handle, staff terminations, etc.)
Relationship between org.'s components	Org. is designed so that components do not have to compete for resources.	One component is not successfully integrated into the org., thus, its resources are inaccessible to the rest of the org.
Leadership styles	The sanctioned and rewarded leadership style is that of the creative thinker/change agent.	The leadership style sanctioned and rewarded is inconsistent with the stated values and philosophy of the organization.
Extent of knowledge regarding current programming	Organization makes explicit use of information skills and resources throughout the org.	Org. is designed in such a way that services are seen as independent from one another and the administration, therefore, no need to share information.

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A CHECKLIST OF FACTORS
THAT MAY IMPACT AN O.D. SYSTEM
EXTERNAL FACTORS - RELATED TO YDB

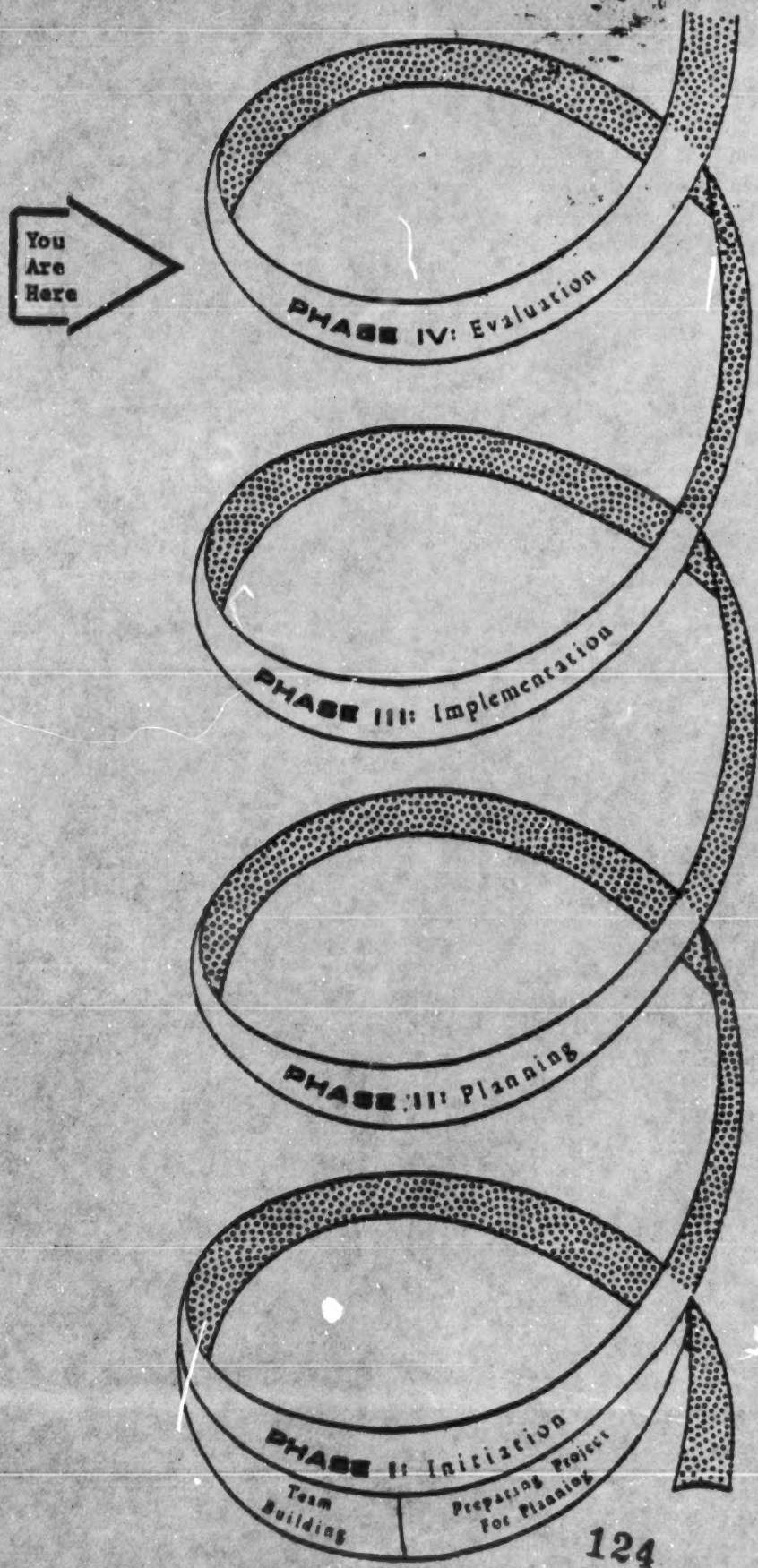
EXAMPLES

Factors	Helping	Hindering
Information flow	There is regular communication between org. and SAYA regarding programming issues.	There is printed material at YDB regarding programming that is not distributed in a uniform fashion.
Accessibility	T/TA resources have been used for grantee exchange events thereby increasing the accessibility of the skills, information and resources of other grantees.	Organization did not understand the process for accessing T/TA resources.
Reliability	Over the last four years, YDB has subscribed to the four goals of the Runaway Youth Act.	Reimbursement for training was slow in coming.
Responsiveness	SAYA has consistently found answers to questions raised.	SAYA and T/TA staff are often out of the office and can't respond immediately.
Resources	Training resources were available through T/TA Contractor.	Money resources (YDB,T/TA) don't cover full costs.
Historical relationships with your organization	Due to outstanding performance in the past, org. is allowed a great deal of flexibility by YDB.	Poor performance in the past still colors SAYA's perception of the org.
Organization's perceptions	Organization views T/TA staff as having the expertise to respond to needs.	Org. perceives conflict between SAYA and T/TA staff affecting the allocation of resources.
Regulations (current expectations,proposed)	YDB's program performance standards serve as a developmental framework for the organization.	Organization was forces to participate in the T/TA effort.
Other	YDB Central and regional personnel advocate for programs on the local, state and federal level.	

A CHECKLIST OF FACTORS
THAT MAY IMPACT AN O.D. SYSTEM
EXTERNAL FACTORS - OUTSIDE YDB

EXAMPLES

Factors	Helping	Hindering
Understanding of your org.	Agencies use org. in an appropriate manner.	Community doesn't know the org. exists.
Perceptions of your org.	Org. is viewed as the expert in youth problems	Neighbors view the org. as encouraging youth to runaway
Information flow	National Network newsletter provides useful information on national issues.	Agencies that serve the same clients make changes in policies without informing your org.
Accessibility	A member of the org. sits on an advisory committee to an agency serving the same clients.	Org. doesn't have access to the state decision making process on youth and family issues.
Reliability	Linkages have been established which makes coordination functional and reliable.	Coordination is dependent upon informal personal relationships.
Responsiveness	Org. maintains an emergency back-up system of other agencies.	State is consistently behind in purchase of care payments.
Resources	Org. receives United Way funds.	Org. is excluded from any local funding initiative because of stated philosophy.
Historical relationship with org.	An old employee now works for an agency in a position to give resources to organization.	Org. was misrepresented to agencies in terms of service delivery - and misconceptions persist.
Regulations, Laws (current, proposed)	The intent of the deinstitutionalization legislations.	State law does not allow anyone under 18 to serve on boards of directors.
Policies	International Year of the Child and attendent publicity for youth and family problems	State funding for human resources is cut.


You Are Here
PHASE IV: Evaluation
PHASE III: Implementation
PHASE II: Planning
PHASE I: Initiation
Team Building
Preparing Project For Planning

INTRODUCTION TO PHASE IV: EVALUATION

In presenting a model for organizational development in Phases I, II, and III, it was indicated that evaluation was an important aspect of this model. Further, it was stated that evaluation, like the other phases, consists of three distinct steps: assessment, analysis, and strategy design.

In general, this evaluation design is intended to determine the level of accomplishment in the Initiation, Planning, and Implementation phases of the Organization Development Model. It will serve to answer three basic research questions about each of these phases:

-What activities were involved in your organizational development efforts?

-What were the results of your OD efforts?

-What factors impacted the activities and results of your OD efforts?

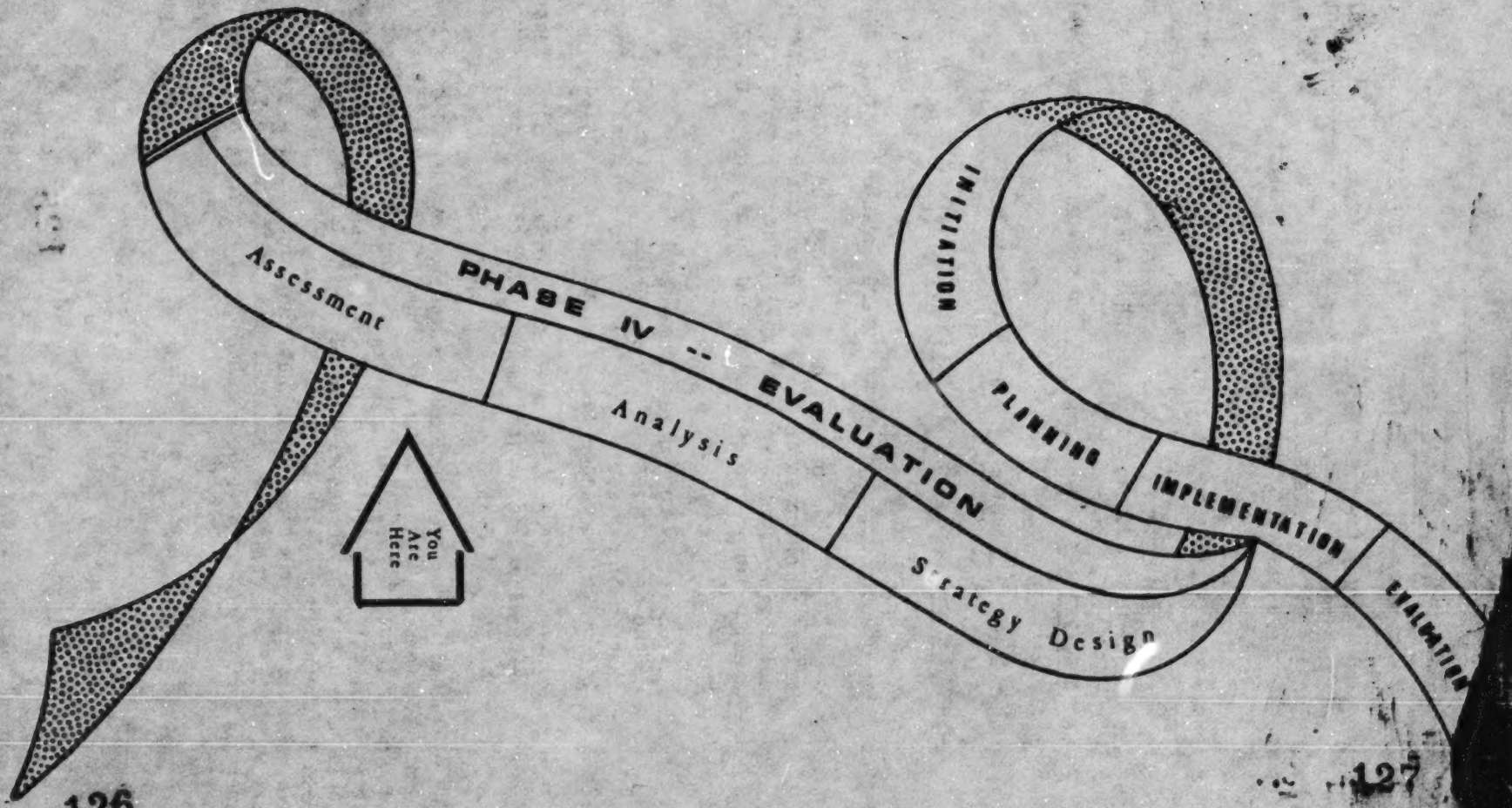
The specific steps required to answer these questions entail the following:

1. Assessment: the gathering of information regarding the activities and outcomes of the OD effort in your organization. The collection of data systematically, and an assessment framework developed to aid in the collection and in the organization of this data.

2. Analysis: using a given format that forces a reorganization of of the data collected in the previous step as well as the organization of new data. Forming some conclusions as to the attempts to create and manage change within your organization.

3. Strategy Design: the development of a strategy or approach for the utilization of information generated by the assessment and analysis steps.

The evaluation model proposed comprehensively reviews an organization's formal attempts at Organizational Development. However, it should be kept in mind that change may, and often does, occur in organizations despite of, or without, attempts to create or manage it. For example, an organization could have achieved its desired status (resolution of critical problems) despite the failure of the OD plan. Whereas the purpose of the following evaluation is to look closely at that plan, and its implementation, and to allow for identification of factors that impact it, in some instances, there occurs a need to look beyond that plan to explain changes that may be found.


PHASE IV -- EVALUATION
Assessment
Analysis
Strategy Design
You Are Here
INITIATION
PLANNING
IMPLEMENTATION
EVALUATION

Evaluation Phase - Step I: Assessment

The first step in the evaluation design is assessment - the process of collecting data regarding the phases of the OD system and organizing this data so as to make it meaningful and to lead to a more in depth analysis of the system. It is during this step of the evaluation that you will compare what actually happened in your project, as you designed and implemented your OD plans, against a set of statements as to what was intended to happen (as defined previously in this model).

The OD Evaluation Assessment Framework provides a set of standards for each of the OD Phases. In other words, each of the OD Phases is intended to accomplish certain outcomes through certain activities. These intended outcomes and activities have been refined and restated in the OD EVALUATION FRAMEWORK as outcome and process standards.

The following example indicates the difference between outcome and process standards:

OD PHASES	EVALUATION STANDARDS
Phase I: INITIATION OF THE ORGANIZATIONAL DEVELOPMENT PROCESS	STANDARD A: The project is ready to engage in a planning process. (PROCESS)
Phase II: PROJECT PLANNING FOR ORGANIZATIONAL DEVELOPMENT	STANDARD A: The project has engaged in a planning process. (PROCESS)
	STANDARD B: A Project Intervention Plan exists. (OUTCOME)
Phase III: THE IMPLEMENTATION OF THE PROJECT INTERVENTION PLAN	STANDARD A: The Intervention Plan has been implemented as proposed. (PROCESS)
	STANDARD B: The project has achieved its desired future status. (OUTCOME)

At each Phase, the standard(s) completely define(s) the intended process(s) and outcome(s). This means that the OD Phase occured as intended in an organization to the degree that the organization met the process and outcome standards for that phase.

In addition to defining standards for each Phase, the Evaluation Assessment Framework describes the significant characteristics of the process and outcome standards. These characteristics have been refined and restated as critieria. The use of the criteria serve to further define each standard.

The following is an example of a criterion developed for the first standard.

PHASE I - INITIATION

Standard A:	
The project is ready to engage in a planning process.	Criterion 1: Key group(s) or individual(s) have has assumed leadership and been sanctioned for insuring the initiation of a planning process. (Note: there are additional criterion for this standard listed in the evaluation framework.)

Criterion such as this have been identified for each standard. For each standard, criteria completely define the intended process or outcome. That is, the standard is met to the degree that the organization's processes and outcomes met the criteria for that standard.

Indicators have been established for each criteria which define what you look for to determine if the criteria have been met.

The following is an example of an indicator developed for the first criterion and standard:

PHASE I - INITIATION

Standard A:	Criterion 1:	Indicator a:
The project is ready to engage in a planning process.	Key group(s) or individuals have/has assumed leadership and been sanctioned for insuring the initiation of a planning process.	The existence of an identified intervention team with a consensus-building strategy.
		Indicator b:
		The existence of project wide support for the project to engage in a formal planning process.

Indicators such as these have been identified for most criteria. In cases where a criterion was sufficiently specific in defining a standard, indicators were not needed. Where indicators do exist, they completely define the criteria. That is, the criteria are met to the degree that the organization's processes and outcomes met the indicators for that criteria.

As you can see, the evaluation assessment framework is designed as a method for organizations to measure effectiveness in designing and implementing an organizational development plan. This is done, both in terms of the activities (processes) and the results (outcomes) involved in the design and the implementation. The framework serves as a guide for assessing the OD attempted in your organization by providing statements of the "ideal" processes and outcomes for comparison. These statements are made on three levels, each with a different degree of specificity: standards - which are completely defined by criteria - which are more completely defined by indicators.

The evaluation assessment instruments and instructions for each of the phases follow.

INSTRUCTIONS FOR
INITIATION ASSESSMENT INSTRUMENT

1. REVIEW YOUR PROJECT INTERVENTION PLAN (PAGE 91) AND THE LIST OF ORGANIZATIONAL PROBLEMS YOU IDENTIFIED (PAGE 91). THE PURPOSE OF THIS INSTRUCTION IS TO HELP YOU BEGIN THE ASSESSMENT OF THIS PHASE WITH A CLEAR UNDERSTANDING OF WHAT ACTUALLY TOOK PLACE IN YOUR PROJECT DURING THE INITIATION OF YOUR OD PROCESS.

2. REVIEW EACH STANDARD, CRITERION, AND INDICATOR FOR THIS PHASE IN THE ASSESSMENT INSTRUMENT ON THE FOLLOWING PAGES.

3. FOR EACH INDICATOR UNDER THE FIRST CRITERION, CONSIDER THE EXTENT TO WHICH YOUR ORGANIZATION'S ATTEMPTS AT OD MET THIS INDICATOR. USING A SCALE OF 1 (NOT ACHIEVED) TO 4 (ACHIEVED), CIRCLE THE SCORE RELATIVE TO YOUR ORGANIZATION FOR THIS INDICATOR.

4. AFTER GIVING YOURSELF A SCORE ON EACH INDICATOR FOR THE CRITERION, AVERAGE THESE SCORES TO GIVE YOURSELF AN OVERALL CRITERION SCORE.

5. REPEAT STEPS 3 AND 4 FOR EACH CRITERION UNDER EACH STANDARD FOR THIS PHASE.

6. AFTER SCORING ALL CRITERIA, AVERAGE THESE CRITERIA SCORES FOR THE OVERALL AVERAGE STANDARD SCORE. (NOTE: AN OVERALL STANDARD SCORE OF LESS THAN 2 (50% OR LESS) INDICATES THAT YOU ARE OUT OF CONFORMANCE WITH THIS PROCESS.)

ASSESSMENT INSTRUMENT FOR PHASE 1: INITIATION OF THE ORGANIZATIONAL DEVELOPMENT PROCESS

Standard A: The project is ready to engage in a planning process.

Criterion 1: Key group(s) or individual(s) have/has assumed leadership and been sanctioned for insuring the initiation of a planning process.

CRITERION SCORE 2

Indicator a: The existence of an identified Intervention Team with a consensus building strategy

INDICATOR SCORES

4 (3) 2 1 — *I didn't give this a 4 cause I couldn't vote.*

Achieved Not Achieved

Indicator b: The existence of project-wide support for the project to engage in a formal planning process.

No one supported the plan.

4 3 2 (1)

Criterion 2: A planning process for formal project planning has been identified.

CRITERION SCORE 2.7

Indicator a: The existence of an intentional planning process, which identifies a planning schedule and planning products (e.g. draft plans, etc.)

4 (3) 2 1

Indicator b. The planning process is understood by all individuals who will actually participate in it.

(4) 3 2 1 — *It was clear that Anne, Rita and me would be involved, and we understood.*

Indicator c: The planning process is explicit (ie. written) and this information is available to members.

We didn't write it down.

4 3 2 (1)

Criterion 3: Resources which are sufficient for the project to engage in a planning process are allocated.

CRITERION SCORES 2.2

Indicator a: Sufficient time (calender time) is allocated for the planning process to occur.

4 3 2 (1)

Indicator b: Access to, and sanction from, those with formal authority have been granted the leadership group/individuals.

4 (3) 2 1

David gave his sanction but he isn't accessible.

Indicator c: A cross-section of the organization's membership has shown evidence of commitment to engage in a planning process.

4 3 2 (1)

The information we had indicated that the project was not ready, but at least we identified that.

Indicator d: Information regarding the project's readiness to plan has been identified.

(4) 3 2 1

Criterion 4: Feedback has been utilized to revise the strategies to prepare the project for planning.

CRITERION SCORES 4

Indicator a: A process has been developed to use new information to make changes as to how planning will occur.

(4) 3 2 1

The team decided that info on the project's readiness would be discussed by the whole team.

Indicator b: This information (reassessment) was used to revise/affirm the strategies.

(4) 3 2 1

We decided that the project was not ready but we did it anyway.

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INSTRUCTIONS FOR
PROJECT PLANNING ASSESSMENT INSTRUMENT

1. REVIEW YOUR PROJECT INTERVENTION PLAN (PAGE 91) AND THE LIST OF ORGANIZATIONAL PROBLEMS YOU IDENTIFIED (PAGE 91). THE PURPOSE OF THIS INSTRUCTION IS TO HAVE YOU BEGIN THE ASSESSMENT OF THIS PHASE WITH A CLEAR UNDERSTANDING OF WHAT ACTUALLY TOOK PLACE IN YOUR PROJECT.

2. REVIEW EACH STANDARD, CRITERION, AND INDICATOR FOR THIS PHASE IN THE ASSESSMENT INSTRUMENT ON THE FOLLOWING PAGES.

3. FOR EACH INDICATOR UNDER THE FIRST CRITERION, CONSIDER THE EXTENT TO WHICH YOUR ORGANIZATION'S ATTEMPTS AT OD MET THIS INDICATOR. USING A SCALE OF 1 (NOT ACHIEVED) TO 4 (ACHIEVED), CIRCLE THE SCORE RELATIVE TO YOUR ORGANIZATION FOR THIS INDICATOR.

4. AFTER GIVING YOURSELF A SCORE ON EACH INDICATOR FOR THE CRITERION, AVERAGE THESE SCORES TO GIVE YOURSELF AN OVERALL CRITERION SCORE.

5. REPEAT STEPS 3 AND 4 FOR EACH CRITERION UNDER EACH STANDARD FOR THIS PHASE.

6. AFTER SCORING ALL CRITERIA, AVERAGE THESE CRITERIA SCORES FOR THE OVERALL AVERAGE STANDARD SCORE. (NOTE: AN OVERALL STANDARD SCORE OF LESS THAN 2 (50% OR LESS) INDICATES THAT YOU ARE OUT OF CONFORMANCE WITH THIS PROCESS.)

ASSESSMENT INSTRUMENT FOR PHASE II: PROJECT PLANNING FOR ORGANIZATIONAL DEVELOPMENT

Standard A: The Project has engaged in a planning process.

Criterion 1: The project collected data with which to plan.

CRITERION SCORE 3

Indicator a: Evidence exists that some explicit format eas used by the project to assess its current status.

INDICATOR SCORES

We used the Aurora assessment format.

(4) 3 2 1
Achieved Not Achieved

Indicator b: The assessment of current project status yields information regarding, but not limited to youth needs, project and community services, current service impact, and client follow-up.

4 3 (2) 1

We only had internal project data.

Criterion 2: The project has determined the critical issues affecting the project.

CRITERION SCORE 3.5

Indicator a: Evidence exists that some systematic process was employed in analyzing the data collected for the identification of critical issues affecting the program.

We used the Aurora format.

(4) 3 2 1

Indicator b: Evidence exists that input was gathered from a cross-section of the organization's members in the process of analyzing the data to identify critical issues.

4 (3) 2 1

The team consisted of Rita, Anne and me-a cross section. But we did try to get others with no luck.

Criterion 3: Future goals have been set.

CRITERION SCORE 3.7

Indicator a: Evidence exists that some process was used to determine goals with input from a broad cross-section of the organization's membership. 4 (3) 2 1 — *We had the three of us - but none of the others.*

Indicator b: Evidence exists that consideration was given to the feasibility of goals. (4) 3 2 1

Indicator c: Evidence exists that goal selection was consistently directed at the resolution of critical issues. (4) 3 2 1

Criterion 4: An action plan has been developed. CRITERION SCORE 3

Indicator a: Evidence exists that objectives, activities, schedules, and resources were identified for the accomplishment of the goals. (4) 3 2 1 — *We had these cause we used the Aurora intervention plan format.*

Indicator b: Evidence exists that a broad cross-section of the organization was involved in providing input to the creation of the action plan. 4 (3) 2 1 — *They had the opportunity but they didn't use it.*

Indicator c: Evidence exists that consideration was given to potential effectiveness and feasibility of the action plan. *Is this what that "resources" column was?* 4 (3) 2 1 — *We just talked about it - I guess we didn't really complete the plan.*

Criterion 5: A mechanism for collecting feedback during the course of plan implementation has been designed. CRITERION SCORE 1

Standard B: A Project Intervention Plan exists.

Criterion 1: There is a written Project Intervention Plan. CRITERION SCORE 4

Indicator a: There is a written Plan document. (4) 3 2 1

Indicator b: The Plan document is available to the membership of the organization. (4) 3 2 1 — *We posted it on the staff bulletin board.*

Criterion 2: The Plan defines the project status at the time of the Plan's development.

CRITERION SCORE 4

Criterion 3: The Plan defines the desired future status of the Project.

CRITERION SCORE 4

We used the Aurora Evaluation framework.

Indicator a: The Plan describes conditions which would exist when the future status is reached.

(4) 3 2 1

Indicator b: The Plan includes a process which permits determination of whether this condition exists.

(4) 3 2 1

Criterion 4: The Plan defines the means to accomplish the desired future status.

CRITERION SCORE 3.5

Indicator a: The Plan contains specific action steps and specifies the intended scheduling of these activities and the individual(s) responsible.

(4) 3 2 1

Indicator b: The Plan specifies the resources required to implement the action steps and specifically denotes equired staff, time, finances, information, and expertise.

4 (3) 2 1

We didn't specify some of it - we didn't do a good job on the resources section.

Criterion 5: The Plan defines a mechanism to monitor and evaluate Plan implementation and results.

CRITERION SCORE 1

Indicator a: The Plan specifies steps to monitor the Plan's performance and to evaluate the Plan upon completion.

4 3 2 (1)

We forgot about this- by the way, Aurora didn't tell us to do this.

Indicator b: The Plan specifies some schedule for these monitoring and evaluation activities.

4 3 2 (1)

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Criterion 6: The Plan defines a mechanism for periodic update.

CRITERION SCORE 1

We didn't do this.

Indicator a: The Plan specifies some schedule for periodic Plan review and revision.

4 3 2 (1)

Indicator b: The Plan specifies that the data gathered through on-going performance monitoring will be used for review and revision.

4 3 2 (1)

INSTRUCTIONS FOR
PROJECT OD IMPLEMENTATION ASSESSMENT INSTRUMENT

1. REVIEW YOUR PROJECT INTERVENTION PLAN (PAGE 91) AND THE LIST OF ORGANIZATIONAL PROBLEMS YOU IDENTIFIED (PAGE 91). THE PURPOSE OF THIS INSTRUCTION IS TO HAVE YOU BEGIN THE ASSESSMENT OF THIS PHASE WITH A CLEAR UNDERSTANDING OF WHAT ACTUALLY TOOK PLACE IN YOUR PROJECT.

2. REVIEW EACH STANDARD, CRITERION, AND INDICATOR FOR THIS PHASE IN THE ASSESSMENT INSTRUMENT ON THE FOLLOWING PAGES.

3. FOR EACH INDICATOR UNDER THE FIRST CRITERION, CONSIDER THE EXTENT TO WHICH YOUR ORGANIZATION'S ATTEMPT AT OD MET THIS INDICATOR. USING A SCALE OF 1 (NOY ACHIEVED) TO 4 (ACHIEVED), CIRCLE THE SCORE RELATIVE TO YOUR ORGANIZATION FOR THIS INDICATOR.

4. AFTER GIVING YOURSELF A SCORE ON EACH INDICATOR FOR THE CRITERION, AVERAGE THESE SCORES TO GIVE YOURSELF AN OVERALL CRITERION SCORE.

5. REPEAT STEPS 3 AND 4 FOR EACH CRITERION UNDER EACH STANDARD FOR THIS PHASE.

6. AFTER SCORING ALL CRITERIA, AVERAGE THESE CRITERIA SCORES FOR THE OVERALL AVERAGE STANDARD SCORE. (NOTE: AN OVERALL STANDARD SCORE OF LESS THAN 2 (50% OR LESS) INDICATES THAT YOU ARE OUT OF CONFORMANCE WITH THIS PROCESS.)

ASSESSMENT INSTRUMENT FOR PHASE III: THE IMPLEMENTATION OF THE PROJECT INTERVENTION PLAN

Standard A: The Intervention Plan has been implemented as proposed.

Criterion 1: The Project Intervention Plan has been implemented according to its proposed schedule.

CRITERION SCORE 4 *It did happen as proposed.*

Criterion 2: The resources identified in the Plan were utilized as proposed.

CRITERION SCORE 3

Indicator a: Staff responsibilities and time committments were fulfilled as specified in the plan.

INDICATOR SCORE

We never really specified these.

4 3 (2) 1
Achieved Not Achieved

Indicator b: Non-personnel resources, including experts, information, etc. were utilized as specified in the plan.

The TA provider was utilized as we thought.

(4) 3 2 1

Criterion 3: Feedback has been obtained regarding Plan perfromance and accomplishment as proposed in the plan.

CRITERION SCORE 1

We didn't have a feedback mechanism.

Criterion 4: Feedback has been utilized to update the Plan in accord with the update process proposed.

CRITERION SCORE 1

We didn't get any feedback.

Standard B: The project has achieved its desired future status.

Criterion 1: The project's intended goals have been met.

CRITERION SCORE 4

Indicator a: The Plan's objectives have been accomplished.

(4) 3 2 1

a) *We examined all the staff related to the board and did some restructuring. It's not perfect yet - but getting there.*

Indicator b: Review of the objectives has resulted in a formal decision that the Plan's goals have been/or will shortly be accomplished.

(4) 3 2 1

b) *I'll have to get a formal decision when I get back but I think they will agree.*

Criterion 2: The critical issues affecting the project as defined in the Plan have been resolved.

CRITERION SCORE 4

Indicator a: There has been an assessment of the impact of the accomplishement of goals and objectives on the critical issues.

(4) 3 2 1

It was good to see that our goals and objectives really did relate to the problem.

Indicator b: The reassessment of the critical issues has resulted in the formal decision that the issues have been resolved.

(4) 3 2 1

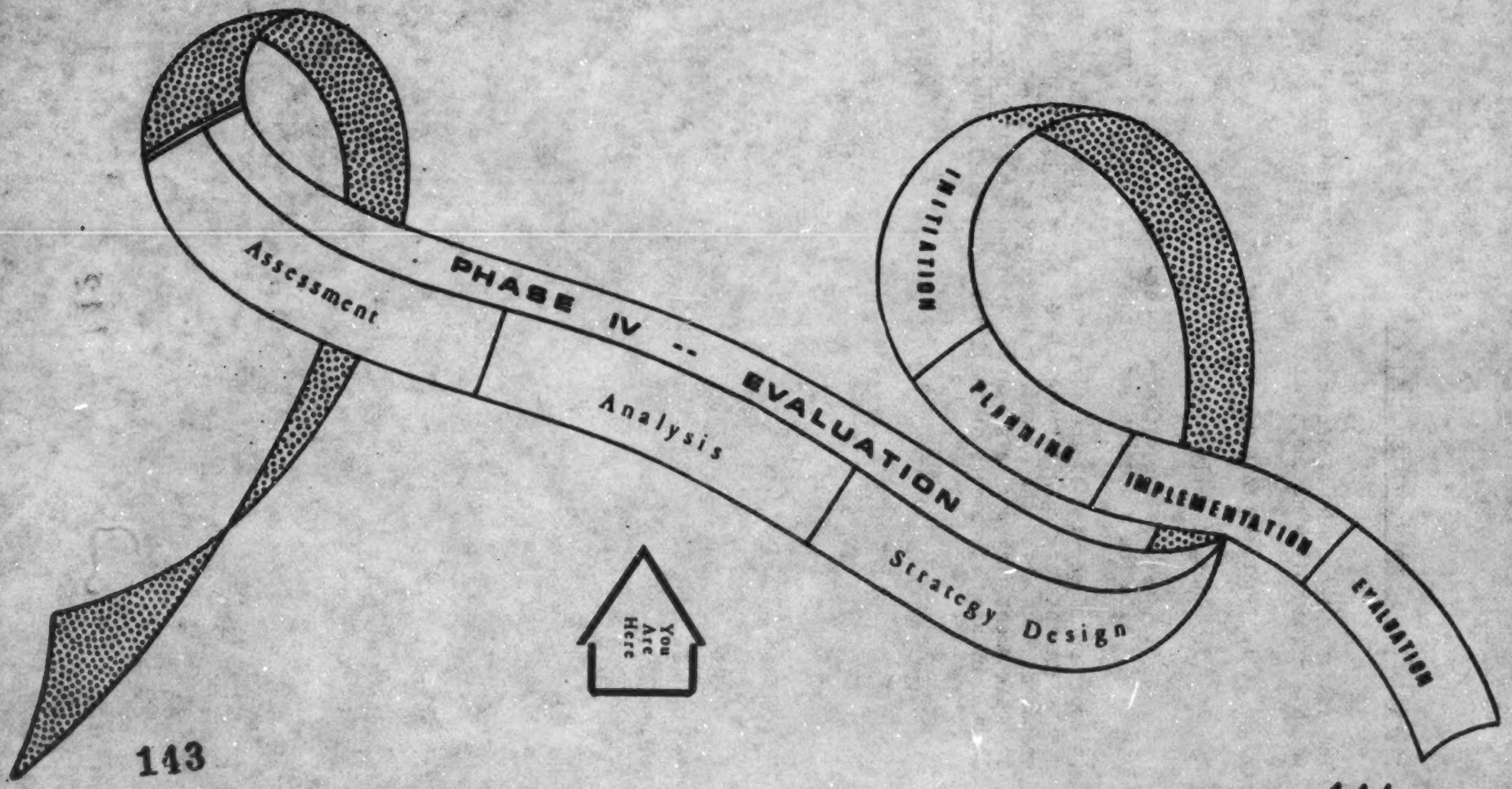
I'll have to do this when I get back.

Assessment - Summary and Conclusions

The assessment technique, presented in the preceeding pages, was design- to answer the following questions:

1. What was intended to happen?
2. What actually happened?
3. What was the difference between the two, with respect to the processes and outcomes of your OD efforts?

In addition to serving as the first step in evaluation of an organization's attempts at organizational development by providing a set of standards with which the organization can compare its own performance, the assessment framework also serves as a guide for further attempts at OD by providing statements of the "ideal" processes and outcomes.


PHASE IV -- EVALUATION
Assessment
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You Are Here

Evaluation Phase - Step II: Analysis

By this point in the evaluation process, you will have systematically described the processes involved and the outcomes observed in your OD efforts. The preceeding steps were designed to guide you in answering the questions: 1. What was intended?(defined in the standards, criteria, and indicators in the Assessment Instruments) 2. What actually happened? 3. What were the similarities or differences between these two? (highlighted through the use of the rating scale in the Assessment Instrument)

The analysis step is an attempt to explore the question of why were there similarities or differences between yourintended activities and results and those that actually occured. The Analysis Framework provided offers a mechanism to more closely examine selected processes and outcomes in your OD efforts for the purpose of identifying major factors which impacted upon them.

Keep in mind as you use the Analysis Framework, that it is not an instrument that will, by itself, automatically yield definitive answers as to the reasons behind the success or failure of an OD effort. Rather, it is an attempt to organize data in such a way that insight into the dynamics of the OD system can be more readily gained. This is where you will take a closer look at those statements that begin with "because."

The Analysis Instrument was designed as a method for organizing data along two dimensions; first, distinctions between internal and external factors. Internal factor are those conditions, situations, or behaviors that are within the formal boundaries of the organization. There are two types of internal factors:

1. Those relating to individual members (or groups of individuals) of the organization: the change agent, members of the formal intervention team, staff members, administrators, board members, etc. The factors related to these individuals will largely be based upon interpersonal behaviors and motivations, such as the way individuals relate to the organization or to one another, individual work styles, and/or individual needs.

2. Those factors relating to non-human elements of the organization. These are related to those things effecting the formal functioning of the organization such as the structuring of roles, lines of authority, the policies and procedures of the organization, financial issues, etc.

External factors are those conditions, situations, or behaviors that are outside of the formal boundaries of the organization. There are two types of external factors:

1. Those relating to elements of the YDB system: T/TA, Regional, Federal, and other grantees. These are largely issues of accesibibility, availability of resources, regulations, expectations, etc.

2. Those factors relating to forces outside YDB such as local, state, and federal agencies. These again, are issues such as policies, availability of resources, coordination, etc.

In addition to determining the type of factor in terms of internal or external, the second dimension within the Analysis Instrument categorizes factors as either helping (assisting in the conduct of the OD Plan) or hindering (blocking the accomplishment of the goals and objectives of the OD plan).

It is fully expected that as you work through the following Analysis Instruments, you will list factors that you were aware of and took into consideration in the original steps of the OD process. This step of the evaluation will serve as a chance to reflect on how well you were able to deal with those circumstances which were foreseen. However, there is undoubtedly new information that you gained as a result of going through the OD process. The instrument is also designed to give you a framework to organize this new data and to begin to better understand those issues which block or facilitate change.

INSTRUCTIONS FOR THE ANALYSIS INSTRUMENTS

1. Following this instruction page are five ANALYSIS INSTRUMENTS, one for each of the five Standards which were presented in the ASSESSMENT INSTRUMENTS you just completed.

2. To complete the first ANALYSIS INSTRUMENT, review the scores which you assigned on the ASSESSMENT INSTRUMENT to each of the criterion under the first Standard. (NOTE: the text of each standard to be analyzed is printed at the top of the ANALYSIS INSTRUMENT. Locate and review this Standard on the ASSESSMENT INSTRUMENT befor beginning to analyze your efforts.) Identify those criterion under the first Standard which you scored highly and those which you scored low.

3. Using the ANALYSIS INSTRUMENT design as a guide in your own thinking, record all of the factors that contributed in bringing about the score you gave yourself. Be sure to concentrate on REASONS behind this Standard receiving the high and low scores it did. Remember that a criterion receiving a very high rating may still have had hindering factors exerting an influence, which were merely overpowered by helping factors. The opposite is true for the criteria that received very low ratings. Try to list all the factors that you are aware of. (NOTE: to help you in thinking through the factors that helped or hindered you, re-read the definitions and descriptions of the various kinds of factors presented in the pages immediately preceeding this.)

4. After completing the ANALYSIS INSTRUMENT for the first Standard, complete each of the next four ANALYSIS INSTRUMENTS, reviewing the criteria scores for each of the four remaining Standards in turn.

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ORGANIZATIONAL DEVELOPMENT EVALUATION ANALYSIS INSTRUMENT

IDENTIFICATION OF FACTORS IMPACTING O.D. SYSTEM

PHASE 1 STANDARD THE PROJECT IS READY TO ENGAGE IN A PLANNING PROCESS.

	INTERNAL FACTORS		EXTERNAL FACTORS	
	INDIVIDUAL(S)	ORGANIZATION	INSIDE YDB	OUTSIDE YDB
HELPING FACTORS	I was given authority by the board to be the program development specialist. Rita and Anne like each other and are committed to the process.	The board was not interested in being involved, but did pass a motion for the team to "do something" The staff, by their lack of interest, did not interfere with us.	I had the Aurora workbook passed out at the conference.	A cut in State funding for human services provided impetus for the board to give sanction to do something
HINDERING FACTORS	Most staff think that change can't be managed and trying is a wast of time. David felt threatened by having the board involved.	The staff remembers that David tried to initiate a planning process last year and it was a waste of time. When we presented our view of the philosophy and values of the organization, some staff disagreed but didn't want to spend time philosophizing.	Simon Saya called to tell us that we owed hime two months of ISS forms within two weeks.	Recently the juvenile court judge got mad at us and refused to refer any kids. David said that instead of working on long range planning, we should be working on this crisis.

ORGANIZATIONAL DEVELOPMENT EVALUATION ANALYSIS INSTRUMENT

IDENTIFICATION OF FACTORS IMPACTING O.D. SYSTEM

PHASE II STANDARD THE PROJECT HAS ENGAGED IN A PLANNING PROCESS.

	INTERNAL FACTORS		EXTERNAL FACTORS	
	INDIVIDUAL(S)	ORGANIZATION	INSIDE YDB	OUTSIDE YDB
HELPING FACTORS	Rita, Anne and I did think that the data collection step was important. Both Rita and Anne knew the history of the project.	There was historical data on the organization which helped explain the lack of current data.	We had the Aurora format. Since we have to fill out ISS forms on all clients, we did have this data.	The Police Dept. provides us with quarterly reports on juvenile offenses and dispositions.
HINDERING FACTORS	The rest of the staff thought this step was a waste of time because everyone knew it already. David didn't want the board to have specific data therefore, he was reluctant to help.	The organization never set up a process by which to collect youth and community data because no one thought they had the skills to do this.	We never received assistance from Simon Saya on law to collect client follow-up and impact data.	Because we have taken a less visible role in the community lately, we didn't have easy access to community data. Follow-up is difficult because youth and families don't want to be reminded of the runaway episode.

ORGANIZATIONAL DEVELOPMENT EVALUATION ANALYSIS INSTRUMENT

IDENTIFICATION OF FACTORS IMPACTING O.D. SYSTEM

PHASE II STANDARD A PROJECT INTERVENTION PLAN EXISTS.

	INTERNAL FACTORS		EXTERNAL FACTORS	
	INDIVIDUAL(S)	ORGANIZATION	INSIDE YDB	OUTSIDE YDB
HELPING FACTORS	The team worked very well together and thought we developed a good plan.	We weren't hindered in the development of the plan because there was agreement that planning was our role.	Aurora provided us with a format (and an excuse) to get ourselves organized.	During the development of the plan, we realized that we were now able to more clearly describe the organization to the community. (Thus an aided incentive to write down the plan).
HINDERING FACTORS	Because the staff didn't care to be involved, we lost the benefit of added perspective.	Because of the creation of my role - the Program Development Specialist, there was an implicit statement that no one else had to be involved in planning.	Because of the Aurora time frame, and our backlog of ISS forms, the plan wasn't as complete as possible.	Experience with other agencies indicates that few use a formal planning process - thus adding to the feeling that it's a waste of time and change can't be managed.

ORGANIZATIONAL DEVELOPMENT EVALUATION ANALYSIS INSTRUMENT

IDENTIFICATION OF FACTORS IMPACTING O.D. SYSTEM

PHASE III STANDARD THE INTERVENTION PLAN HAS BEEN IMPLEMENTED AS PROPOSED.

	INTERNAL FACTORS		EXTERNAL FACTORS	
	INDIVIDUAL(S)	ORGANIZATION	INSIDE YDB	OUTSIDE YDB
HELPING FACTORS	All board and staff had plenty of notice. One board member had attended a community board workshop recently and gave us some good ideas.	There was a clear expectation that all staff and board members were to attend.	The TA provider gave us a homework assignment to get us organized. Because Simon Saya has wanted to see more board involvement he provided extensive written material.	The Community Mental Health Association let us use their facilities for the meeting.
HINDERING FACTORS	Some staff were angry at being required to attend and to prepare before coming. Some staff felt that board members' values were so different that a joint workshop would be used.	There was a poor understanding of board and staff roles, responsibilities. Because there was no history of board/staff workshops people didn't know what to expect.	Because Simon Saya has pushed for more board involvement, some board members are rather offended. The Aurora forms are a hassle.	There was a community-wide Mental Health Fair scheduled at the same time as the workshop - two board members couldn't attend because of it.

ORGANIZATIONAL DEVELOPMENT EVALUATION ANALYSIS INSTRUMENT

IDENTIFICATION OF FACTORS IMPACTING O.D. SYSTEM

PHASE II STANDARD A PROJECT INTERVENTION PLAN EXISTS.

	INTERNAL FACTORS		EXTERNAL FACTORS	
	INDIVIDUAL(S)	ORGANIZATION	INSIDE YDB	OUTSIDE YDB
HELPING FACTORS	The team worked very well together and thought we developed a good plan.	We weren't hindered in the development of the plan because there was agreement that planning was our role.	Aurora provided us with a format (and an excuse) to get ourselves organized.	During the development of the plan, we realized that we were now able to more clearly describe the organization to the community. (Thus an added incentive to write down the plan).
HINDERING FACTORS	Because the staff didn't care to be involved, we lost the benefit of added perspective.	Because of the creation of my role - the Program Development Specialist, there was an implicit statement that no one else had to be involved in planning.	Because of the Aurora time frame, and our backlog of ISS forms, the plan wasn't as complete as possible.	Experience with other agencies indicates that few use a formal planning process - thus adding to the feeling that it's a waste of time and change can't be managed.

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ORGANIZATIONAL DEVELOPMENT EVALUATION ANALYSIS INSTRUMENT

IDENTIFICATION OF FACTORS IMPACTING O.D. SYSTEM

PHASE III STANDARD THE INTERVENTION PLAN HAS BEEN IMPLEMENTED AS PROPOSED.

	INTERNAL FACTORS		EXTERNAL FACTORS	
	INDIVIDUAL(S)	ORGANIZATION	INSIDE YDB	OUTSIDE YDB
HELPING FACTORS	All board and staff had plenty of notice. One board member had attended a community board workshop recently and gave us some good ideas.	There was a clear expectation that all staff and board members were to attend.	The TA provider gave us a homework assignment to get us organized. Because Simon Saya has wanted to see more board involvement he provided extensive written material.	The Community Mental Health Association let us use their facilities for the meeting.
HINDERING FACTORS	Some staff were angry at being required to attend and to prepare before coming. Some staff felt that board members' values were so different that a joint workshop would be used.	There was a poor understanding of board and staff roles, responsibilities. Because there was no history of board/staff workshops people didn't know what to expect.	Because Simon Saya has pushed for more board involvement, some board members are rather offended. The Aurora forms are a hassle.	There was a community-wide Mental Health Fair scheduled at the same time as the workshop - two board members couldn't attend because of it.

ORGANIZATIONAL DEVELOPMENT EVALUATION ANALYSIS INSTRUMENT

IDENTIFICATION OF FACTORS IMPACTING O.D. SYSTEM

PHASE III STANDARD THE PROJECT HAS ACHIEVED ITS FUTURE STATUS.

	INTERNAL FACTORS		EXTERNAL FACTORS	
	INDIVIDUAL(S)	ORGANIZATION	INSIDE YDB	OUTSIDE YDB
HELPING FACTORS	David resigning removed one major obstacle. Staff and board thought the TA provider was an objective outside expert and weren't afraid that someone inside would gain control.	While there are problems in the organization, it is still stable enough to handle a change in the Director role. The board was really ready for a change.	Simon Saya did a site visit just after the workshop and told the board that he liked what they were developing. The TA provider had excellent process skills and kept everyone task focused.	
HINDERING FACTORS	Rita got so excited about creating change that some board members got offended. They thought she was saying that they hadn't done a good job.	The lack of clarity around board/staff relations had been going on for so long that it took a long time to straighten out. Since there had never been a chance for board and staff to meet alot of time was spent in getting them to know each other.	Simon Saya brought up the issue of youth participation on the board which got everyon upset about federal intervention.	

Analysis - Summary and Conclusion

The analysis approach used above was designed to address the question of why were there similarities or differences between what was intended and what actually occurred in the processes and outcomes of an OD effort. Taken in conjunction with the assessment step of this evaluation, it yields an evaluation of the organizational development system and its effectiveness in achieving desired organizational change.

In other words, this evaluation design has focused attention only upon a project's replication of a particular organizational development process and the results of that process. The model of OD being evaluated was presented as a mechanism for effectively creating and managing change in an organization.

- STOP -

Checking Your Work - A Review of Some Common Factors Affecting Organizational Development.

You have undoubtedly become aware, as you worked through the Analysis Instrument, that there are many factors which can influence an organization and its attempts to create and manage change. The following is a listing of common factors that you may or may not have encountered or given consideration to. There is no expectation that all of these factors will be relevant in all situations, and further, there is no assumption that this list is exhaustive. Additionally, identifying particular common factors here does not imply that there is no connection or interaction between them in the "real world." It is hoped that this list of factors encountered in other organizations will assist you in identifying and understanding those influences present in your organization as you engaged in planned change.

For purposes of this checklist, examples of specific helping and hindering factors have been given for each of the categories used in the Analysis Instrument.

INSTRUCTIONS FOR CHECKING YOUR ANALYSIS

1. READ THE CHECKLIST THROUGH ONCE TO FAMILIARIZE YOURSELF WITH IT.

2. REVIEW YOUR ANALYSIS INSTRUMENTS, ONE AT A TIME, QUICKLY SKIMMING THE INSTRUMENTS AND THE CHECKLIST. IDENTIFY FACTORS (AND/OR RESTATE YOURS MORE CLEARLY). ADD MISSING ONES.

A CHECKLIST OF FACTORS
THAT MAY IMPACT AN O.D. SYSTEM
INTERNAL FACTORS - RELATED TO INDIVIDUALS

EXAMPLES

Factors	Helping	Hindering
Commitment (to the org., to others)	There is a prior agreement among all staff that org. growth is happening too rapidly and haphazardly and needed to be managed more effectively.	Staff are only committed to individual roles, not total organization.
Authority (formal, informal)	Those with formal authority are willing to delegate authority necessary to carry out specific jobs.	There is conflict between those individuals with authority positions.
Relationships (formal, informal, influence relationships)	Chair of the team is an informal leader in the org.	Intervention team members are not well respected by staff.
Values	Stated personal and organizational values are similar and evidenced in daily activities.	Personal values are in conflict with stated organizational values.
Attitudes toward change (resistance, openness)	Members of the org. view themselves as having control over the nature of the changes in the org. and are open to it.	Many individuals are resistant to change in the org. because they fear any change in their individual role (may be afraid of additional responsibility).
Perceptions of: the need for change and the potential for change	Many staff see change as occurring to such an extent that management by crisis is no longer acceptable. In addition, staff feel that the org. is open to their input.	Staff believe that change can never be effectively managed thus expending energy to develop a formal process is a waste and the current methods of managing are just as well as any other.
Individual needs (perception of potential rewards/ lossess)	Staff see that they will become more important to the org.	Those staff historically involved in planning fear a loss of status.

INTERNAL FACTORS - INDIVIDUALS (CONT.)

EXAMPLES

Factors	Helping	Hindering
Historical involvement in org.'s planning process.	Staff's input has always been sought after and utilized.	One or two staff who have never been involved in a planning process feel that they don't have the skills.
Perception of choice in participation in O.D.	Staff feel that the decision to undertake this process was their own.	Staff feel that they are being forced to expend energy in the process and resent it.
Willingness to work for change	Staff see the management change as responsibility of everyone.	Staff perceive the need for change but enjoy complaining rather than working on solutions.
Attitudes toward the organization	Staff view quality service delivery as a result of overall organization functioning.	Individuals view a direct dichotomy between service delivery and org. functioning.
Other		Faulty design of the change to be undertaken -- team didn't fully understand the critical problem and thus goals and objectives had little to do with what actually needed to happen.

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A CHECKLIST OF FACTORS
THAT MAY IMPACT AN O.D. SYSTEM

INTERNAL FACTORS - RELATED TO THE ORGANIZATION

EXAMPLES

Factors	Helping	Hindering
Structure	Lines of authority are clearly drawn throughout the org.	Org.'s management is described in one way but actualized in another.
Roles and Responsibilities (definition, clarity)	Clearly defined job descriptions and mechanisms for accountability.	Stated roles (job descriptions) are different than what expectations exist and therefore leads to confusion.
Policies	Org. has written policy statements and a clear decision making process for the update of old and creation of new policies.	The process for making policy decisions is closed and/or confused.
Values	Org.'s stated values are reflected in policies and procedures.	There is no agreement as to the organizational values, philosophy.
Relationship to the community	The org. has relationships with the community which enable it to gather information about the community needs and resources.	The org. pays little attention to the needs in the community outside of the client population making any O.D. effort non-responsive to the community.
Resources	The org. consists of individuals with many different backgrounds -- various sets of skills, information and resources.	Due to lack of organizational clarity, team could not identify internal resources.
Channels of communications (formal, informal)	Channels of communication are so effective that all staff receive information at roughly the same time.	Key individuals are consistently circumvented in the transfer of information.

INTERNAL FACTORS - ORGANIZATION (CONT.)

EXAMPLES

Factors	Helping	Hindering
History (purpose, activities)	There is utilization of information of the org.'s history to add insight into current activities.	Organization has had no experience in handling the problem at hand and is immobilized by that fact.
History - the openness to change	Crisis in the past necessitated the use of a planning process which resulted in more than the resolution of that crisis.	Past attempts at formal planning have produced negative results (changes too big for the org. to handle, staff terminations, etc.)
Relationship between org.'s components	Org. is designed so that components do not have to compete for resources.	One component is not successfully integrated into the org., thus, its resources are inaccessible to the rest of the org.
Leadership styles	The sanctioned and rewarded leadership style is that of the creative thinker/change agent.	The leadership style sanctioned and rewarded is inconsistent with the stated values and philosophy of the organization.
Extent of knowledge regarding current programming	Organization makes explicit use of information skills and resources throughout the org.	Org. is designed in such a way that services are seen as independent from one another and the administration, therefore, no need to share information.

A CHECKLIST OF FACTORS THAT MAY IMPACT AN O.D. SYSTEM

EXTERNAL FACTORS - RELATED TO YDB

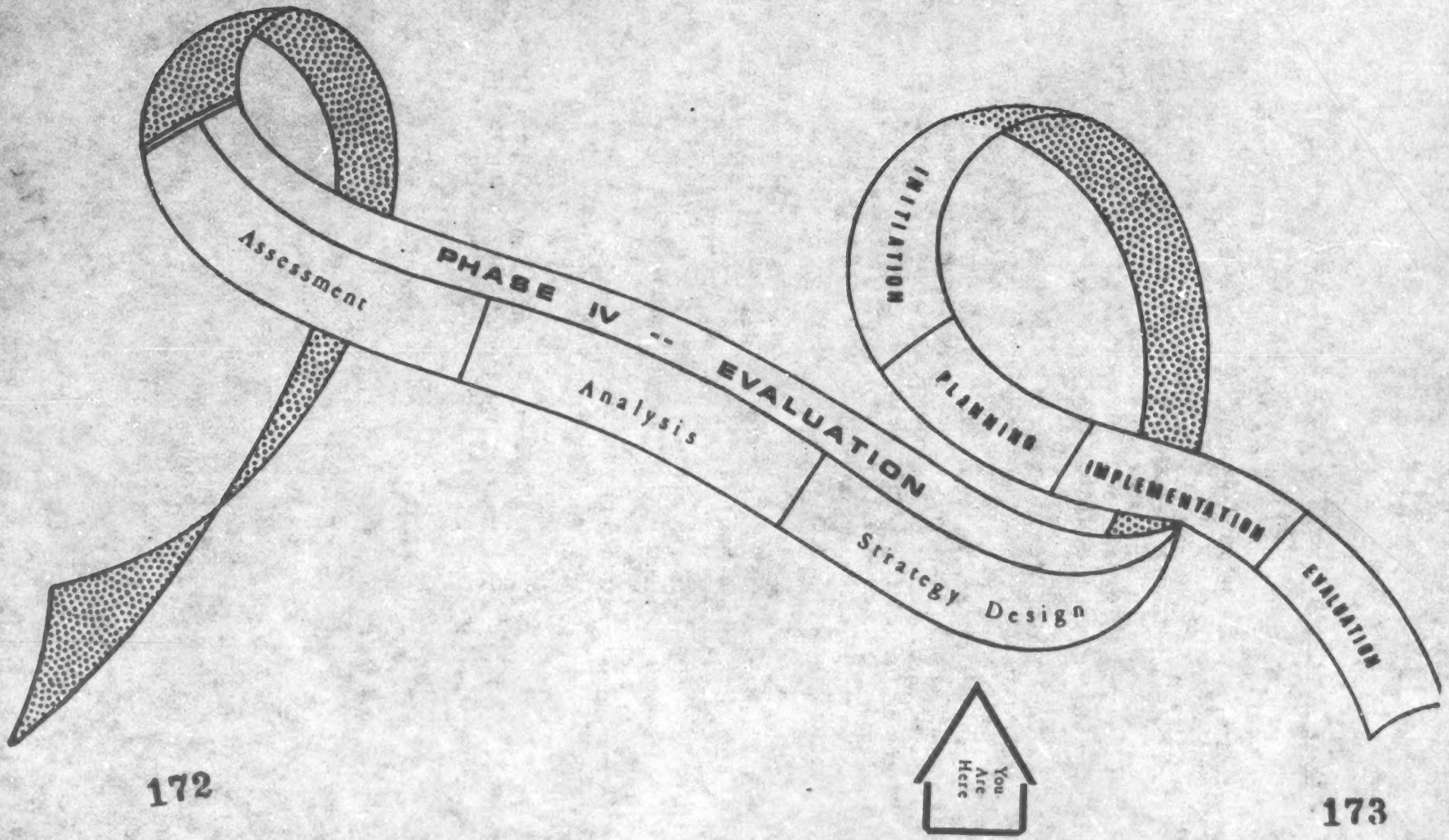
EXAMPLES

Factors	Helping	Hindering
Information flow	There is regular communication between org. and SAYA regarding programming issues.	There is printed material at YDB regarding programming that is not distributed in a uniform fashion.
Accessibility	T/TA resources have been used for grantee exchange events thereby increasing the accessibility of the skills, information and resources of other grantees.	Organization did not understand the process for accessing T/TA resources.
Reliability	Over the last four years, YDB has subscribed to the four goals of the Runaway Youth Act.	Reimbursement for training was slow in coming.
Responsiveness	SAYA has consistently found answers to questions raised.	SAYA and T/TA staff are often out of the office and can't respond immediately.
Resources	Training resources were available through T/TA Contractor.	Money resources (YDB,T/TA) don't cover full costs.
Historical relationships with your organization	Due to outstanding performance in the past, org. is allowed a great deal of flexibility by YDB.	Poor performance in the past still colors SAYA's perception of the org.
Organization's perceptions	Organization views T/TA staff as having the expertise to respond to needs.	Org. perceives conflict between SAYA and T/TA staff affecting the allocation of resources.
Regulations (current expectations,proposed)	YDB's program performance standards serve as a developmental framework for the organization.	Organization was forces to participate in the T/TA effort.
Other	YDB Central and regional personnel advocate for programs on the local, state and federal level.	

A CHECKLIST OF FACTORS
THAT MAY IMPACT AN O.D. SYSTEM
EXTERNAL FACTORS - OUTSIDE YDB

EXAMPLES

Factors	Helping	Hindering
Understanding of your org.	Agencies use org. in an appropriate manner.	Community doesn't know the org. exists.
Perceptions of your org.	Org. is viewed as the expert in youth problems	Neighbors view the org. as encouraging youth to runaway
Information flow	National Network newsletter provides useful information on national issues.	Agencies that serve the same clients make changes in policies without informing your org.
Accessibility	A member of the org. sits on an advisory committee to an agency serving the same clients.	Org. doesn't have access to the state decision making process on youth and family issues.
Reliability	Linkages have been established which makes coordination functional and reliable.	Coordination is dependent upon informal personal relationships.
Responsiveness	Org. maintains an emergency back-up system of other agencies.	State is consistently behind in purchase of care payments.
Resources	Org. receives United Way funds.	Org. is excluded from any local funding initiative because of stated philosophy.
Historical relationship with org.	An old employee now works for an agency in a position to give resources to org.	Org. was misrepresented to agencies in terms of service delivery - and misconceptions persist.
Regulations, Laws (current, proposed)	The intent of the deinstitutionalization legislations.	State law does not allow anyone under 18 to serve on boards of directors.
Policies	International Year of the Child and attendent publicity for youth and family problems	State funding for human resources is cut.


PHASE IV -- EVALUATION
Assessment
Analysis
Strategy Design
INITIATION
PLANNING
IMPLEMENTATION
EVALUATION
You Are Here

Evaluation Phase Step III: Utilizing the Evaluation Results

By this time, you have undoubtedly gained a great deal of information regarding your organization's attempt to create and manage change. Hopefully, the evaluation that you have just completed was useful in helping you obtain insight into the various dynamics that played a role in the observed outcomes and processes of this attempt. It is usually quite exciting when you suddenly gain that sense of "Aha!, That's what happened!", and this workbook section has attempted to provide the means for that sense to come about.

However, that excitement will eventually dissipate and provide no real benefit unless ways are explicitly designed to use these insights.

As we have stated, the organizational development model proposed by Aurora is a cyclical one - there is no fixed beginning and end. In designing an evaluation component of this model, and in presenting that evaluation design to you, we are proposing a formal utilization method. It is this section which identified the evaluation feedback loop that keeps the organizational development system alive and responsive.

Basically, we see the utilization of information to strengthen an O.D. effort as taking place continuously, as there should be continuous monitoring of the progress of the effort, and periodically, in that a full scale evaluation such as the one you have just completed should be conducted at regular intervals over time. In other words, information collected during the design and implementation of the O.D. system will be fed back to an appropriate place in that system, and the information collected at the completion of an O.D. cycle will be fed back in to form the data base for the first step of the new cycle.

The following Evaluation Utilization Instrument will provide a simple format to assist you, the change agent, in beginning to look forward to further efforts at planning constructive organizational change.

EVALUATION UTILIZATION INSTRUMENT

I. HAVING COMPLETED A REASSESSMENT OF YOUR PROJECT WHICH INCLUDED MAKING STATEMENTS AS TO THE CURRENT CONDITIONS EXISTING IN THE PROJECT (EVALUATION ASSESSMENT), AND HAVING EXAMINED THE FACTORS WHICH CONTRIBUTED TO THE EXISTENCE OF THESE CONDITIONS (EVALUATION ANALYSIS), THE FOLLOWING QUESTION BECOMES IMPORTANT.

"IF YOU COULD GO BACK IN TIME TO THE BEGINNING OF YOUR ORGANIZATIONAL DEVELOPMENT EFFORT, WHAT SPECIFICALLY WOULD YOU DO DIFFERENTLY IN DESIGNING AND IMPLEMENTING YOUR ORGANIZATIONAL DEVELOPMENT SYSTEM?"

IT IS HELPFUL TO ANSWER THE QUESTION IN TWO PARTS:

A. FIRST, IDENTIFY CRITICAL ERRORS MADE (FACTORS NOT TAKEN INTO ACCOUNT, NOT COLLECTING PERIODIC UPDATE DATA, MIS-CALCULATIONS, ETC.).

Basically, I feel that we made two critical mistakes. First, we recognized the existence of the "I don't care" attitude on the part of the staff but we didn't try to figure out where it was coming from.
Second, we got so freaked out over Aurora's time limit that we put together the plan and considered that phase of the process complete. I guess we didn't understand that we could have continued with our attempts to build commitment to planning even after the intervention plan went on.

B. SECOND, IDENTIFY THOSE STEPS THAT YOU WOULD HAVE DONE DIFFERENTLY.

First, we would have looked further into the attitudes of the staff. If I had realized earlier on that they saw planning as my job, I would have done more to get them to understand that I was hired only to facilitate the planning process.

Further, since part of the resistance was that they think change can't be managed, we could have given them some articles on planned change, maybe even a short training session on the topic.

II. GIVEN YOUR EXPERIENCE WITH THE DESIGN AND IMPLEMENTATION OF AN ORGANIZATIONAL DEVELOPMENT SYSTEM, AND THE KNOWLEDGE THAT YOU HAVE GAINED THROUGH THE EVALUATION OF THAT SYSTEM, THE NEXT STEP IS TO USE THE INFORMATION YOU HAVE TO STRENGTHEN THE ON-GOING PROCESS OF ORGANIZATIONAL DEVELOPMENT.

A. DEVELOPMENT OF CONSENSUS WITHIN THE ORGANIZATION.

IN THOSE PROJECTS WHERE THERE WAS AN UNSUCCESSFUL ATTEMPT TO BUILD CONSENSUS IN THE PROJECT AROUND THE NEED FOR FORMAL PLANNING - THE NEXT STEP IS TO DESIGN A NEW STRATEGY TO BRING THIS CONSENSUS ABOUT. IN OTHER WORDS, YOU WILL WANT TO USE THE INFORMATION THAT YOU GAINED THROUGH YOUR EVALUATION TO DEVELOP A NEW STRATEGY FOR "PREPARING YOUR PROGRAM FOR PLANNING."

WHAT STEPS ARE YOU GOING TO TAKE UPON YOUR RETURN TO THE PROJECT TO BRING ABOUT A COMMITMENT TO AND INVOLVEMENT IN A PLANNING PROCESS?

I now believe that our project is prepared for planning, that's why I don't have to answer this one. (yea)

B. MAINTENANCE OF CONSENSUS IN THE ORGANIZATION

FOR THOSE PROJECTS THAT WERE SUCCESSFUL IN AN ATTEMPT TO BUILD CONSENSUS IN THEIR ORGANIZATION AROUND THE NEED FOR FORMAL PLANNING - THE NEXT STEP IS TO DESIGN A STRATEGY TO MAINTAIN THIS CONSENSUS SO THAT PLANNING CAN CONTINUE TO TAKE PLACE.

B. (CONTINUED)

WHAT STEPS ARE YOU GOING TO TAKE UPON YOUR RETURN TO THE PROJECT TO ASSURE THE CONTINUED ENTHUSIASM FOR AND INVOLVEMENT IN THE PLANNING PROCESS?

I think that there is now committment to planning because at the board/staff workshop everyone got involved in the assessment and analysis and saw purpose in doing it. I guess you could say that it was our attempts to carry out the plan that actually produced the committment.
The first thing that I will do to reinforce their current attitudes is to take back the evaluation findings and present them to the whole organization, as a way to say that this really can work and we actually didn't do too badly.
Next, I think showing them the criterion and indicators will be a great way of helping them further understand the whole process
Next, I think I might have someone from the Fridge come in and talk with the staff about their attempt at this whole thing (I know that they were really successful.)
Last, I think the team could ask Simon Saya to do another site visit and congradulate the staff and the board on how well they've done with this.

C. PLANNING

1. WHAT INFORMATION DID YOU GAIN FROM YOUR EVALUATION THAT IS CRITICAL FOR YOU TO CONSIDER IN ANY FUTURE PLANNING EFFORT?

I learned that I didn't examine various roadblocks enough to figure out ways of overcoming them. I think that we sometimes have to stop and look deeper into what's happening

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2. WHAT CHANGES IN YOUR PLANNING PROCESS DO YOU FORESEE AS A RESULT OF YOUR EVALUATION EFFORT?

I now know where we can find youth need data and this definitely needs to be used in the development of any new plans. I also realize that we now need to collect and use client impact and follow-up data to make the plans more meaningful.
I also know that I must let the staff know that my job is only to facilitate planning, not to actually develop the plans myself. This will probably take making them more familiar with planning in general so that they can feel more confident in doing this.

D. IMPLEMENTATION

1. WHAT INFORMATION DID YOU GAIN FROM YOUR EVALUATION THAT IS CRITICAL FOR YOU TO CONSIDER IN CARRYING OUT FUTURE PLANS?

The biggest thing that I learned was that planning for something doesn't necessarily mean that it will happen that way (I guess that's why implementation is a separate phase). For instance, in planning we said that we wanted a complete airing of all the issues related to the board, but we didn't put enough thought into making sure that all board members would come to the workshop.

2. WHAT CHANGES WOULD YOU MAKE IN ANY ATTEMPTS TO IMPLEMENT FUTURE PLANS?

We learned that the board and the staff can work together on things so any plans that we develop in the future would include a provision to invite all board members and all staff to all workshops.
Also I learned that the process of O.D. can work - I've got to find a way to get this across to board and staff.

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